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ABSTRACT

Considering 61 reading tutoring programs established in response to the "America Reads Challenge," this publication encourages all Americans to collaborate with classroom teachers and parents so that every child can read well and independently by the third grade. It discusses ways to build effective partnerships among the community, and it describes different types of tutoring teams. The publication outlines parameters for the tutoring program and discusses training trainers, training tutors, the methodology of tutoring, the tutoring sessions, volunteer support, and subjective and objective assessments. (Contains 23 references; attached are "Lessons Learned" culled from final reports of the 61 America Reads partnerships, "How to Spend $50,000," a 94-item "Partnerships' Bibliography," 10 tables listing contact information for the America Reads Partnerships, and a list of 10 regional educational laboratories.) (SC)

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So That Every Child Can Read ...

America Reads Community Tutoring Partnerships

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A Review of Effective and Promising Practices in Volunteer Reading Tutoring Programs

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Northwest Regional Educational Laboratory

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So That Every Child Can Read...

America Reads Community Tutoring Partnerships

A Review of Effective and Promising Practices in Volunteer Reading Tutoring Programs

By Jana Potter, Judy Blankenship, and Laura Carlsmith

A Publication by the NWREL Community and Education Volunteer Services Center
in Cooperation with the Regional Educational Laboratories

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PREFACE

In his 1997 State of the Union address, President Clinton described his vision of all Americans working to achieve a critical national priority: helping every child read well and independently by the end of third grade. How could Americans get involved in making this vision a reality? Educators and volunteers from across the country identified reading tutoring as one way citizens could join in the America Reads Challenge.

Reading tutors offer children individual attention, intensive practice, and motivation to master reading skills. Children who are at risk of difficulty in learning to read have much to gain from tutoring. While tutors complement and support the instruction provided by teachers and reading specialists, they also give children the intangible gifts of an adult's attention and concern. Partnerships of schools, libraries, community colleges and universities, nonprofit organizations, religious and youth groups, businesses, and many others have chosen to initiate, strengthen, and expand reading tutoring programs as their contribution to the America Reads Challenge.

The 1998 National Assessment of Educational Progress (NAEP) reading scores, released by the U.S. Department of Education's National Center for Education Statistics, indicate that gains have been made in reading achievement since the last assessment in 1994. This is great news. However, the scores also show us that more work must be done to help children during those critical years between birth and the end of third grade, when they optimally acquire one of life's most essential skills: reading.

So That Every Child Can Read ... summarizes the work of 61 subcontracted reading tutoring programs across the country. The U.S. Department of Education provided an initial impetus to tutoring partnerships by funding one-time subcontracts of $50,000 each to 61 exemplary programs for the primary purpose of improving tutor training. The subcontracts provided an arena in which to explore models of tutor training and practice maximizing potential to make a significant difference in the lives of children. In this publication, these tutoring programs, as varied in their structure and methodology as they are in their geography, share their effective and promising practices and the lessons they have learned in the daily work of tutoring young children. A principal focus of this report is the programs' experiences with tutor training: What do tutors need to know, and what are the most effective ways for them to learn and master tutoring skills? This report also explores effective and promising practices in building community tutoring partnerships, tutoring program fundamentals, the elements of a tutoring session, and assessment.

I am pleased to recognize the work of these 61 partnerships and, through this publication, to share the most promising of their experiences with others around the country who are joined in the commitment to make tomorrow's adults proficient readers today.

Carol H. Rasco

Carol Hampton Rasco
Director
America Reads Challenge

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INTRODUCTION

The America Reads Challenge is President Bill Clinton's bipartisan, nationwide invitation to all Americans to collaborate with classroom teachers and parents so that every child can read well and independently by the end of third grade.

As a nation, we have failed to ensure that all children are good readers by the time they leave the primary grades. Even with changing fashions in curriculum and instruction and the overall push for education reform, the percentage of children who read well has not improved substantially for more than 25 years (Campbell, Voelkl, & Donahue, 1997). Thirty-eight percent of fourth-graders read below basic level and lack even partial mastery of the reading skills needed for proficient grade-level work (Donahue, Voelkl, Campbell, & Mazzeo, 1999). By 12th grade, 23 percent of students remain below basic level, and that figure does not include, of course, those students who have dropped out due to poor literacy.

"There's my tutor. She is showing me how smart I am."
—Student in *I CAN READ*, Salt Lake City, Utah

These struggling readers are disproportionately from families living in poverty, according to the National Research Council. But poor readers cannot be stereotyped; reading difficulties occur across the economic spectrum. While roughly half of all children learns to read with relative ease, the other half has more trouble (Lyon, 1997). One in five children will experience severe difficulties in learning to read (Shaywitz, 1992). These students may not learn to connect the sounds of the spoken language to its written letters without intensive additional assistance—help that many do not receive (Lyon, 1997).

Children who struggle with reading in the early grades are at risk of falling behind their peers in all other subjects. Low readers are likely to lack confidence and self-esteem, both in and out of school. And as we move into the 21st century, our economy demands increasingly higher levels of literacy and technological skills. It is imperative that our children become proficient

and confident readers in the early grades, so that they can become competent and competitive workers as adults. Today, to read well is not only an individual need—it is a national priority.

One of the primary goals of the America Reads Challenge is to support tutoring programs that offer children extended hours of reading time with the individual attention of an adult tutor. A key strategy for reaching this goal is using literacy volunteers—from business executives in Oklahoma City to graduate students in education at New York University; from retired senior citizens in Honolulu to VISTA (Volunteers in Service to America) volunteers in Montana; from welfare parents in Tennessee to Federal Work-Study students in New Mexico. America Reads volunteers offer their time and expertise in schools, libraries, child-care centers, medical facilities, houses of worship, and community centers.

Tutoring works. Research shows that children in tutoring programs achieve academic gains and increased self-confidence. Extended reading time gives children more chances to practice and, therefore, master reading skills, and more opportunities for them to fall in love with the limitless world of the printed page (Cohen, Kulik, & Kulik, 1982; Wasik & Slavin, 1993).

Children in tutoring programs benefit twice: first, from individualized support tailored to their own strengths, interests, and needs; second, from the undivided attention of an older role model who provides them with encouragement and motivation.

IDENTIFYING THE 61 PARTNERSHIPS

In September 1997, the America Reads Challenge committed funds to support selected reading tutoring programs already in existence and encourage the creation of new ones with a strong emphasis on tutor training. In June 1998, thousands of universities, colleges, community literacy programs, professional organizations, and Corporation for National Service sites were invited to apply for $50,000 America Reads Challenge subcontracts. The goals of the America Reads funding were to facilitate innovation in reading tutoring and to create an arena in which to identify effective and promising practices in program development and tutor training.

Programs competing for the subcontracts were asked to outline their goals, objectives, milestones, and tasks. Program design was to be based on or consistent with the latest research on literacy, reading development, and developmentally appropriate practice for early childhood education. Partnerships between community members and educational institutions were encouraged. Each candidate provided an overview of its program and participating partners. Candidates presented a general demographic profile of communities to be served and projected the number of children to be reached. The expertise and roles of each program partner were identified. An organizational structure was outlined, and a tutor-training model was defined, including how tutors would be recruited, trained, fielded, and supported.

Tutoring partnerships that were awarded a subcontract could use the funds to improve or expand an existing program or create a new one, while focusing on high-quality training for the largest possible number of tutors. Programs could allocate funds to hire or contract with a qualified tutor trainer or training coordinator, develop research-based training materials such as videotapes and manuals, cover tutor-training costs, and/or coordinate training among partnership members.

Each candidate program's proposal was evaluated for the following:

- Potential for effective tutor training
- Feasibility of the tutor-training model proposed
- Potential for improving children's reading
- Services provided to children most in need of reading support
- Commitment and relative contribution of participating partners
- Management strength, experience of member organizations, and qualifications of key staff
- Proposed use of the $50,000 subcontract
- Potential for fielding and training 300 or more tutors
- Replicability of the tutor-training model

After expert panels at the regional educational laboratories reviewed the proposals, 61 partnerships were selected for the $50,000 subcontracts. (See the Appendices for a list of contacts at the regional educational laboratories.) The awards were based primarily on a program's potential to provide quality tutor-training programs. While the 61 programs are diverse in their organizational structure, models of tutoring delivery, and volunteer training and support, all share a common beneficiary: the reading child.

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About this report

This report is an effort to share the lessons learned by these 61 partnerships and to help others forward the goals of the America Reads Challenge. After the grants were awarded, the regional educational laboratories submitted reports about the reading partnerships to the Northwest Regional Educational Laboratory. The wealth of information in the 61 reports was mined and refined, resulting in this publication.

What can be learned from these partnerships? What do they look like on the ground? A few programs are highlighted in this report in order to give a deeper insight into their daily practices. The highlighted programs were chosen because they exemplify some unique characteristic, from the multi-ethnicity of ***Miami Reads*** to the daunting geography faced by the ***Montana America Reads Tutoring Partnership***. The 61 partnerships' favorite tutoring manuals are described in a sidebar (see Favorite Manuals, page 44). Supporting materials are included in the Appendices: a list of hands-on lessons learned by the partnerships (see Lessons Learned, page 50); information about how the partnerships chose to spend funds to maximize their effectiveness (see How to Spend $50,000, page 53); a list of references partnerships have found useful (see Partnership Bibliography, page 56); contact information for the 61 partnerships (see page 61); and the 10 regional educational laboratories (see page 67).

Photo supplied by Seattle Reads Tutoring Program

D TRAINING EFFECTIVE AND PROMISING PRACTICES

What lessons have been learned to date by the 61 tutoring partnerships that received the America Reads w' contracts? This report will answer that question by exploring partnerships' experiences in recruiting and supporting volunteer reading tutors, while paying particular attention to tutor training. When applicable, the partnerships' experiences will be used to illustrate points from the available research on reading tutoring.

Information about the 61 partnerships came from four primary sources: partnerships' program abstracts; summaries of effective and promising practices in tutor training reported to the regional educational laboratories; findings of expert review panels at the laboratories; and partnerships' final reports. The expert panels, in examining the partnerships' effective practices reports, looked for evidence of success, program quality, educational significance, and replicability. The essence of the panels' findings is summarized in the Effective and Promising Practices sidebar (see page 5).

The review process followed review standards set by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). Panel members included school and community-based education professionals, reading experts, and professional staff of the educational laboratories.

Effective and Promising Practices of 61 America Reads Partnerships

The following practices that contributed to the success of America Reads are applicable to any volunteer reading tutoring program.

The tutoring program partnership

- A clear definition of the roles, responsibilities, and accountability of partners
- Active partner participation and frequent communication
- A diverse knowledge base among partners
- A plan for sustainability and capacity building
- An effective steering committee
- A proactive, well-qualified program director
- Strong school and teacher commitment
- Effective and sustainable tutor recruitment
- Access to groups of tutors via universities, civic organizations, businesses, etc.

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Operational norms

- A coordinator who ideally is a reading specialist or education professional
- Consistent onsite supervision of tutors
- Recruitment, training, and placement of tutors early in the school year
- Orientation and training programs for parents to enable them to support tutoring efforts
- Systematic record keeping of tutoring session plans and student assessments
- Tutoring sessions that support district curriculum and classroom instruction
- Tutor commitment

Tutor training

- Training is based on a clearly defined and documented, research-based training model
- Trainers receive training
- Feedback from tutors is used to modify the training curriculum
- Training accommodates tutors' varying expertise, learning styles, and schedules
- Preservice training covers substantive content
- Ongoing training and onsite support exists, such as:
  - Tutor consultations with a seasoned tutor, reading specialist, or teacher
  - Observation, feedback, and positive reinforcement of tutor performance
  - Support and guidance for tutoring session planning
  - Recognition and appreciation of tutors

High quality materials

- A program-specific handbook and resource library for tutors
- A tutor-training manual
- A rich selection of children's books and consumable materials
- Materials that support school standards
- Planning, record-keeping, and assessment tools

BUILDING EFFECTIVE PARTNERSHIPS

Community partners

The America Reads Challenge is grounded in community partnerships. The 61 funded tutoring programs described in this report represent more than 450 literacy partners, supporting educators, parents, community volunteers, and others in helping children increase their reading achievement levels. These partners include schools, libraries, colleges and universities, businesses, National Service organizations, private and public foundations, religious organizations, youth groups, and other community organizations. (The 450 partners are listed on the inside back cover of this publication.)

Elements of a Strong Partnership

- Key stakeholders represent the community's experience and expertise
- Key stakeholders plan, implement, and evaluate the program
- Partners have a proven track record of working with children to develop literacy skills, or have links with this expertise
- Partners have support from public and private-sector programs that support literacy
- Tutors, the program director, and staff collaborate regularly with school staff and administrators

—from the Corporation for National Service's resource manual for the America Reads Challenge, ***On the Road to Reading: A Guide for Community Partners*** (Koralek & Collins, 1997)

Two examples illustrate the range and creativity of the America Reads Challenge partnerships:

Book Buddies in the Bronx created a four-way partnership between a New York school district in one of the poorest congressional districts in the nation and three organizations with ties to the local community: the Community Service Society of New York's Retired & Senior Volunteer Program (RSVP), VISTA, and the University of Virginia. The partners in this innovative alliance successfully transplanted Book Buddies, a reading intervention program begun in Charlottesville, Virginia, in 1991, to six elementary schools in the South Bronx, an area with a large bilingual and minority community.

Montana Reads gained momentum when staff members from a hospital in Billings, Montana, indicated they wanted to increase community involvement. A nearby elementary school jumped at the chance. McKinley Elementary had made improving literacy a schoolwide goal and recently had adopted the America Reads program. When school staff members heard of Deaconess Billings Clinic's desire to help out in the community, they approached the hospital for volunteer tutors and were warmly received. In addition to other community volunteers, 11 hospital employees have been trained as tutors and regularly take the two-block stroll over to the grade school. America Reads has served as a springboard for other hospital employees' involvement at the school: One cardiac surgeon dissected a pig's heart to support school curriculum on the circulatory system, and other hospital employees are working on community service projects with the students.

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The tutoring team

Tutoring programs are a communal effort. Program and onsite coordinators, tutors, teachers, parents, and caregivers all work synergistically for the benefit of the most important member of the team: the child.

Program coordinators and onsite coordinators. To capitalize on the team's enthusiasm and efforts, a program needs strong vision and coordination. According to Koralek and Collins (1997), an effective reading tutoring program must create systems to identify children for tutoring, recruit volunteer tutors, test children's skills, periodically evaluate program effectiveness, and seek feedback. Delivering these systems is the job of the program coordinator. Many America Reads partnerships report that a paid program coordinator—whether a VISTA volunteer, graduate student in education, reading consultant, or staff person from a partner organization—is critical to the success of a volunteer-based program. ***Wisconsin Reads*** in Madison notes that hiring a paid program coordinator has greatly enhanced partners' ability to focus their energies on achieving specific objectives instead of managing administrative details. Program staff with ***Helping Children to Succeed in Reading Through Community Volunteerism*** in Bensenville, Illinois, report that one of their funding priorities is "to pay a qualified person to coordinate site facilitators, work with districtwide personnel to facilitate training, and ensure the continuous recruitment of new tutors."

An effective onsite coordinator is another crucial link in a tutoring program's outcome.

Photo by Larry Mayer, *The Billings Gazette*

Deaconess Medical Center CEO Nick Wolter reads to first-grader Ashley Hernandez at McKinley Elementary School.

Although the ideal coordinator would be a certified reading specialist, the job can be handled successfully by a retired teacher, professor, school employee, trained volunteer, or graduate student. At the ***Fordham University America Reads Challenge*** in New York, program founders originally envisioned filling onsite coordinator positions with reading specialists. But as the program progressed, these positions by necessity expanded from simply training volunteers in tutoring techniques to more comprehensive management roles that included administration and assessment. As the onsite coordinator job description has evolved, the partnership has worked together to identify appropriate staff. In many programs, the onsite coordinator winds up wearing many hats.

> "Perhaps the most important key to effective tutor performance is ... a resource person whom tutors may contact with additional questions and concerns [about] problems that are discovered during tutoring."
> —***Tennessee Reads***

The daily presence of an onsite coordinator is critical. This person needs to be available to consult frequently with tutors, remind them of materials to use, check their training logs, and ensure that their placement is working well for both the tutors and the schools. Coordinators should be present to model tutoring techniques, prepare lessons or assist experienced tutors in lesson planning, and observe sessions in order to provide feedback to tutors (Morris, Shaw, & Perney, 1990).

Because not all volunteer tutors are college graduates, onsite coordinators need to be sensitive to tutors' varying skill levels and not assume they possess more background knowledge than they do. Coordinators must also be adept at mentoring adults in a collegial manner to help them acquire skills and remain enthused and committed (Koralek & Collins, 1997; Morris et al., 1990; Wasik, 1998). Especially when working with inexperienced tutors, a coordinator's frequent, friendly support is vital to tutors' self-esteem and motivation.

Tutors. Tutor recruitment is usually the first and largest task facing a tutoring program. For an existing program, the best recruiters are often current volunteers who are passionate about their work. Good recruiting venues are community meetings and religious, civic, and professional organizations. Sometimes an organization will pledge a continuing commitment and ongoing supply of new tutors. ***Hooked on Books*** in Louisville, Kentucky, has reaped a bumper crop of volunteers from local synagogues that have joined the new National Jewish Coalition for Literacy, launched in 1997 in response to the America Reads Challenge.

California Reads:

Welfare to Work Through Service

Juanita Oyague dropped out of high school 17 years ago. At age 34, she found herself a stay-at-home mom with five children, no job skills, and a bleak future. California's welfare reform laws of 1997, however, generated an innovative welfare-to-work program that has given Oyague new hope. Building Individual and Community Self Sufficiency Through Service, spearheaded by the California Community Colleges Chancellor's Office, combines the goal of welfare reform self-sufficiency—with the ethic of community service and the literacy needs of California's young children.

Funded through the Corporation for National Service, the program is a collaboration of the California Commission on Improving Life Through Service, the California Community Colleges Chancellor's Office, the State Department of Social Services, and 24 local service partnerships that include community colleges, welfare offices, public schools, Head Start programs, parents, and local literacy programs. Recipients of Temporary Aid to Needy Families (TANF), other welfare recipients, and interested students are recruited to serve in AmeriCorps. Simultaneously, they are enrolled in early childhood education classes at community colleges and trained as literacy tutors.

"Our program is based on the premise that welfare recipients, when called upon to serve their community and when adequately supported with educational and job training opportunities, can become a part of the solution in addressing community problems," says Brad Duncan, Program Development Coordinator for AmeriCorps and America Reads. "This is particularly important in helping the children—those most vulnerable to rapid changes in an already over-burdened system."

The program operates with high expectations. AmeriCorps members enroll for an average of eight units in early childhood education courses at their local community colleges. After an extensive preservice tutor training, they are expected to tutor 20 hours a week at a preschool center or in a K-3 classroom serving children from low-income and limited-English-speaking families. Tutors are supervised by classroom teachers or school site coordinators.

Participants are also expected to attend weekly reflection and support meetings where they share their experiences, talk about personal and program concerns, and take part in inservice trainings—all while balancing homework, child care, and other family responsibilities.

Juanita Oyague, after eight months of child development classes, tutor training, and tutoring experience, now has enough early childhood units to qualify as an assistant in a preschool, the first step toward her goal of becoming a preschool teacher. As an AmeriCorps member, she will receive an award of up to $2,362 to continue her early childhood education and training. She says her experience has not only opened up new career possibilities, but also has helped her understand her own five children better. "It's been a challenge to me," says Oyague, "but what I've accomplished, no one can take away."

At the end of the first year of the program (1998), 37 percent of the 700 AmeriCorps members had completed enough units in early childhood education to qualify as

teachers' assistants or master teachers in preschools or child-care centers; 64 participants received Early Childhood Education certificates. An estimated 50 members were offered jobs at their service sites, and 17 new community/early-childhood literacy partnerships were strong enough to stand on their own feet and continue to deliver community-based literacy programs.

Through the program, approximately 4,800 preschool and K-3 children at 200 school sites have received extra literacy development attention they would not have experienced otherwise. Reports from teachers and reading assessments show that a majority of these children have achieved their defined literacy development goals and have improved their reading skills significantly.

Building Individual and Community Self Sufficiency Through Service is part of a larger vision within the community college system for creating the "engaged campus," says Duncan. "Based on our solid experience with the AmeriCorps program, we hope to promote other service-learning projects, for both welfare and non-welfare students, that address pressing community needs (environmental, human, educational, or public safety. We are particularly excited about implementing the Teacher Preparation and Reading Improvement Program, a $10 million, community college initiative proposed by Governor Gray Davis that will combine early exploration of teaching as a career with community service. Our AmeriCorps/America Reads program will serve as the building block for this statewide effort."

Photo by Bonnie Barrow, *Glendale News-Press*

AmeriCorps volunteer Sharon Goode reads *Where the Wild Things Are* to (from left) Yiwa Lau, Camille Aroustamian, Leegan Lim, and his brother Lee Ho Lim at Glendale Community College Child Development Center.

Volunteer recruitment can sometimes be a hurdle, especially for a new program. ***Cleveland Reads*** in Cleveland, Ohio, faced the challenge of finding qualified volunteer tutors in urban communities with high poverty rates, related social problems, and low education levels among the adult population. Given the negative public perceptions of these communities, the program found it difficult to recruit volunteers from other neighborhoods. When traditional recruiting methods such as fliers, letters, and volunteer fairs failed, ***Cleveland Reads*** hired a community liaison person. Through site visits to community agencies, religious groups, social organizations, and businesses, the liaison was successful in recruiting tutors, proving that personal contact will work when other recruitment methods fail. After encountering similar recruitment problems in inner-city neighborhoods, the ***University Park Tutoring Program*** in Worcester, Massachusetts, plans in its next recruiting cycle to approach firefighters, police, and emergency medical technicians-groups already comfortable with serving a low-income population.

Wichita America Reads in Kansas has overcome the reluctance of local business owners to give release time to employees who want to be tutors by creating a task-centered approach, in which tutors are given discrete goals for each tutoring session. This more concrete approach satisfies the business owners' need to see the "product" of tutoring.

Many programs use press releases to announce their projects and to solicit volunteers. ***Hooked on Books*** in Louisville, Kentucky, has received up to 30 inquiries from potential new volunteers each time it has been featured in newspaper articles. Other programs produce television commercials or arrange for program participants to be interviewed on local television and radio talk shows. ***School Reading Partners*** at the University of North Carolina in Chapel Hill has found that posting recruiting fliers and posters around campus yields the best response from college-age tutors.

> "Some volunteer tutoring programs can be cut-flower enterprises. They bloom with enthusiasm and the efforts of a focused leader, but too often have a short life of effectiveness. They take root and grow when there is a balance between (1) minimal financial outlay, (2) uncomplicated management, and (3) benefits of tutoring."
>
> —Susan Paynter, Program Associate, Southwest Educational Development Laboratory, America Reads, in a presentation called "The Care and Feeding of Tutoring Programs"

Teachers. A teacher's input can be the critical factor between a hit-or-miss tutoring experience and one that is an unqualified success. The teacher usually understands a child's literacy needs best and is almost always the one who selects a child for tutoring, based on classroom observation, test scores, and individual needs. While a site coordinator may provide a tutor with a general list of skills and competencies matched to grade levels, the teacher holds the key to why a particular child needs tutoring, what he or she is currently learning in the classroom, where help is needed, and how best to offer it.

Teachers and tutors should communicate frequently so that tutoring practices can seamlessly integrate with the classroom. ***Wichita's America Reads*** program notes, "A tutor's job is not to teach new material but to reinforce what is taught in the classroom." If a child's tutoring program is not coordinated with the curriculum and classroom instruction, the tutor runs the risk of confusing the child with the untimely introduction of new information and two different sets of expectations and assignments. If this happens, learning is fragmented. The tutoring loses its immediacy for the child and may not deliver that "Aha!" experience that can make learning so exciting. At ***Philadelphia Reads***, tutors have daily contact with the classroom teacher; the teacher defines goals for the student, and the teacher and tutor work together to meet those goals.

While it may be ideal for a teacher to meet frequently with a tutor, this may prove impractical. But because tutoring and the classroom must be closely linked, a good program should periodically seek input from the teacher regarding the direction

Photo supplied by Seattle Reads featuring Campus 1

Corporation for Nationa Federal Work-Study Tutors

The Corporation for National Service has pledged thousands of AmeriCorps members, VISTA volunteers, Foster Grandparents, RSVP volunteers, and Learn and Serve co"ege students to the American Reads Challenge. In 1997, when the Clinton Administration increased its allocation of Federal Work-Study (FWS) funds by 35 percent, the U.S. Department of Education encouraged universities and colleges to employ work-study students as reading tutors by waiving the requirement that employers pay part of their wages. More than 1,100 institutions of higher learning have since joined the America Reads Work-Study program.

Programs using FWS tutors are generally pleased: These tutors can work more hours per week than most community volunteers, and the coursework and educational goals of FWS tutors often dovetail nicely with tutoring. As employees, the paid status of FWS tutors enables programs to hold them to higher standards, even to the point of requiring attendance at trainings before paychecks are issued. Another advantage is one of sustainability: If tutors are recruited as freshmen or sophomores and retained throughout their college years, training efforts are maximized and tutors become increasingly expert.

While FWS programs do provide access to a large pool of motivated tutors, this population presents its own unique challenges.

Many programs have found recruiting FWS tutors to be far more difficult than anticipated. In hindsight, programs see that the most critical step in partnering with a university's FWS program is to collaborate with key financial aid officials. Although colleges and universities are committed to supporting America Reads, many other employment opportunities exist for FWS students. Program coordinators need to meet with financial aid officers to help them prioritize supplying tutors to the tutoring program. A long lead time (about six months) is needed to set up the agreements and operating framework to tap into a pool of FWS students. Planning needs to start well before the academic year begins. By November, most FWS students have received job placements; if not already recruited to become tutors, they will be unavailable.

Programs should be prepared for the increased administration FWS requires. Payroll can be complex and, as in working with any college-age population, the logistics of lining up transportation to tutoring and scheduling around students' vacations, test schedules, and coursework are ongoing challenges. Programs also must contend with funding allocations drying up and mandated end dates occurring before the close of the elementary school year.

Corporation for National Service programs offer another cost-effective way for partnerships to access dedicated individuals devoted to service. Many tutoring programs report that they could not have accomplished their goals without the leadership of National Service members and volunteers.

Like FWS students, National Service members and volunteers require particular

Service and

Photo supplied by Snohomish, Washington, School District AmeriCorp

administrative procedures not necessary for other community volunteers. Benefits of using National Service members and volunteers, however, easily outweigh any administrative disadvantages. Because individuals from National Service are available to work extended hours, they are employed by many tutoring programs as site supervisors or coordinators, tutor trainers and counselors, school liaisons, and overall volunteer managers. Often, AmericaCorps*VISTA volunteers work to facilitate FWS programs. In Boston's ***Reading Partners***, 11 VISTA volunteers are onsite managers in school and after-school programs. At ***Montana Reads***, volunteers from AmericaCorps *VISTA organize and provide tutor training and develop after-school and summer programs throughout the state.

Like all volunteers, National Service members and volunteers come to tutoring with varied backgrounds. Some are immediately suited for independent responsibilities; others require intensive training and supervision. The advantages of National Service members and volunteers are that, unlike other community volunteers, they are available for extensive and ongoing trainings and can make a full-time commitment to a program.

June Atkins, Director of Montana's America Reads, states, "I'm absolutely amazed by the accomplishments of the AmeriCorps* VISTAs in developing and organizing reading tutoring programs in such a short time with limited direction and supervision." Most program organizers agree, and find that National Service members' and volunteers' skills, availability, accountability, and ties to public and private resources make them an excellent base on which to build a solid program infrastructure.

Photo by Cecilia Meyers, *The Monterey County Herald*

Jeanne Fowler, 80, known as Miss Jeanne at Tularcitos School, tutors Poppy Baltacar, 7.

and emphasis of classroom reading instruction. The more often the teacher, site coordinator, and tutor communicate, the more pertinent information is exchanged, and the more effective the tutoring experience is for the child. At ***Princeton Young Achievers*** in New Jersey, this communication is elegantly low tech: Tutors simply leave notes for teachers. Tutors' need for support is satisfied and teachers willingly offer feedback, because they can do so without sacrificing classroom time. Teachers have another important role to play in the tutoring partnership. While respecting the child's right to privacy, teachers should provide tutors with any background information that may affect learning or the tutoring relationship.

Parents and caregivers. Several America Reads programs are helping parents to answer "yes" when their child asks, "Mommy, will you read this book with me?"

These programs are teaching parents to tutor their own children. ***Parents as Tutors***, a program of ***Cleveland Reads*** in Ohio, instructs parents how to teach letter-sound relationships, recognize word patterns, and use effective read-together strategies with their children. A survey after the first training indicated that virtually 100 percent of the material covered in the session was new to the parents.

When parent involvement is part of the tutoring paradigm, it has an important multiplier effect. Involved parents are more likely to support their child's schoolwork, reinforce the tutor-student relationship, and instigate reading activities at home. To encourage parents to help their children read, the staff of ***America Reads*** in Muskegon, Michigan, writes a column in the school newsletter filled with simple, at-home tutoring strategies.

Literacy Volunteers of America in Salt Lake City, Utah, finds that parent involvement not only accelerates the child's reading development, but also has an added benefit: Parents who lack literacy skills increase their own abilities while reading with their children. Also in Salt Lake City, PTA-sponsored literacy workshops led by a master trainer instruct parents and grandparents in read-aloud skills.

Welfare parents who were trained to tutor their own children at ***Tennessee Reads*** in Nashville are so enthusiastic about their new skills that some of them have volunteered to take on additional students. ***Oneida County America Reads Challenge*** in Utica, New York, reports that the tutor training it offers to Head Start parents lets them "actively partake in their children's education and development."

Some partnerships train parents as tutors with packaged programs, such as the Jim Trelease *Read Aloud* video. Other programs find success using interactive tools such as role playing and group discussions to provide literacy trainings for parents and grandparents. ***Princeton Young Achievers*** held a family night for parents of its tutored children. Upon arrival at the school, parents opened a personalized passport. Inside were instructions to find a book and have their child read it to them; find their child's tutor and teacher; and locate and read three posters that identified simple activities parents and children could do at home to encourage reading and writing.

Third-grader Katrina had difficulty reading books with more than three words to a page. She was reluctant to try reading again, something she had failed at before. Three months after beginning intensive tutoring, Katrina was able to read a story in the newspaper about the oldest woman in the world. Her tutor reports that Katrina is unbelievably proud of her ability to read words such as "seamstress" and "representatives."
—***Philadelphia Reads***

Children. The child, of course, is the most important member of the tutoring team. Matching his or her interests, abilities, and background with a tutor is a challenge that every program must address. ***Talk About Reading!*** in Decatur, Illinois, selects the best tutor for each child by first having teachers meet with tutors individually, then scheduling a second meeting with the student present. Not only does this strategy maximize the potential for a good relationship between the tutor and student, but also reinforces the tutor's collaboration with the classroom teacher.

Oklahoma Reads

When President Clinton challenged all Americans to help the nation's children read well and on grade level by third grade by volunteering as reading tutors, Dr. Donna Richardson, Executive Director of the Family Education Institute at Oklahoma City University, knew that all those volunteers would have to be trained. "It is not necessarily true that knowing how to read qualifies you to teach another person to read," says Dr. Richardson, a literacy specialist with many years of experience training teachers. "To respond to reading problems, a tutor needs a basic knowledge of what skills and strategies beginning readers use. My personal goal was to develop a tutor-training program based on how children learn to read naturally."

The Reading Discovery Tutor Training Program was born in August, 1998, at the Family Education Institute with America Reads funds. By October, the training program was under way, and tutors were being placed in Oklahoma City schools. The community response to the training was overwhelming, reports Dr. Richardson. Two other community partners, the Oklahoma City Public School Mentoring and Tutoring Program and Partners in Education, came on board with their own volunteers who needed training.

Oklahoma Reads

"Training is the missing link for all our volunteers," says Cheryl Jones, Partners in Education Coordinator. "It provides them with the essentials they need to help a child learn to read."

The Reading Discovery staff adopted the motto, "Have Training, Will Travel." To meet the diverse needs of community and corporate volunteers, training sessions were held during lunch hours, after work, and on Saturdays. "Early on, we discovered we had to be flexible if we wanted to train tutors, especially corporate tutors," says Jennifer Reid, Associate Director of Reading Discovery. "If we were going to ask them to train with us, we had to do it when they could."

Volunteers have the option of attending a one-hour, introductory training session, or a six-hour, indepth training. Most choose the indepth training. Reading Discovery trainers, who adopt user-friendly teaching techniques and speak in laymen's terms, stress a balanced approach to teaching reading that includes both comprehension and phonics. During the six-hour training, tutors learn how to use a teaching-for-success formula.

MODELS, the formula developed by Dr. Richardson, helps young readers use their prior knowledge of oral language to find contextual, visual, and auditory cues to create meaning from the text. Using this framework, the tutor:

- **M**odels reading
- **O**bserves the process the child uses to read
- **D**iscusses the story using questions
- **E**xplores reading strategies and mini-language lessons in the context of the story
- Incorporates **L**ife skills, integrating the narrative of the book with the child's personal experience
- Celebrates **S**uccess once the activity is completed

A second strategy guides the reading session. When the child and the tutor "PRRR" through a book, the child:

- **P**redicts what the text is about before and while reading it
- **R**eads the text or story
- **R**esponds to the text by confirming or self-correcting the predictions made
- **R**eflects back on the text to develop comprehension skills

Over the past year, Reading Discovery has trained more than 400 community volunteers, Federal Work-Study students, education majors, Even Start mothers, and volunteers with programs such as Read and Seed, Retired and Senior Volunteer Program (RSVP), and the Native America Student Services division.

"A tutor has to know how to reach deep down inside a child's mind and know what buttons to push to get a reaction," says Dr. Richardson. "Our tutors not only help children learn how to read, but they also build the children's self-confidence and help them realize how very special and capable they are."

Tennessee Literacy Coalition:
Parents Learn to be Tutors

From the Great Smoky Mountains in the east to the Mississippi River in the west, Tennessee is one long, narrow state of contrasts. Cities such as Nashville and Knoxville may be thriving, but many rural counties remain plagued by high levels of illiteracy and unemployment.

To help narrow the prosperity gap, the Tennessee Literacy Coalition (TLC) has harnessed one of the state's best-known natural resources—its volunteer spirit—to launch Tennessee Reads. A series of tutor-training workshops across the state has drawn community volunteers, Federal Work-Study students, and parents in welfare-to-work programs.

The need to improve literacy rates is the one thing that Blount County, in the east end of the state, and Dyer and McNairy Counties, in the west, have in common. The percentage of adults with less than a high school education in these counties ranges from 32 percent to 45 percent, and national comparisons of second-grade reading scores in 1997 placed the counties below the 55th percentile.

Even before the America Reads Challenge, however, TLC was working to improve these numbers. "We already had in place a statewide literacy program to use AmeriCorps and VISTA volunteers to recruit tutors and develop tutoring sites," says Meg Nugent, Executive Director of TLC. "But America Reads gave our National Service learning project a jump start that we wouldn't have had otherwise. It has allowed us to expand our tutor-training capacity across the state."

Tennessee Reads has dovetailed its parent-training workshops with one of the state's new welfare reform efforts.

Photo by Dawn Booher

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Families First mandates that welfare recipients who do not have a high school diploma or general equivalency diploma (GED) must spend 20 hours a week in adult education classes. "We know from working with adult education programs that many low-income children are at risk of not learning to read well because their parents are poor readers," says Nugent. "They don't know how to help their children with their homework and don't encourage reading at home. With our parent workshops, we are helping to break this cycle of illiteracy."

Debra Conner, a trainer for Opportunity for Adult Reading in Cleveland, Tennessee, has developed a three-hour workshop using Laubach materials to teach parents about phonics, reading levels, and listening skills. Tutor trainers take these workshops directly into the Families First classrooms at adult education sites. With demonstrations, group discussions, and hands-on activities, parents are trained how to help their children with word families, sight words, language experience, and duet reading. In one activity, they create an alphabet book using pictures from magazines. In another, parents break into pairs and practice tutoring one another (one plays the role of tutor, the other plays the "child"). Workshop participants also hear about how learning disabilities can affect a child's reading progress, and where to go for additional information.

Despite their own lack of education, parents show an impressive eagerness to learn, says Conner. "These parents really want to help their children, but many simply don't know what to do. We believe that the workshops increase parents' self-esteem as significantly as they increase their basic skills to help their children succeed. Parents are willing if they have the tools." Several parents have even asked about the possibility of volunteering to tutor another child or an adult.

"Even if education had all the money it needed, it could never begin to pay for the time and qualities that a committed volunteer brings to a tutoring session with a child," says Nugent. "Supporting volunteers through training and ongoing technical assistance is critical to strengthening our programs—America Reads and others—as well as ending the cycle of illiteracy.

Tennessee Literacy Coalition

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TUTORING PROGRAM

Training of trainers

How can a program ensure that its tutor training accurately represents the goals and philosophy of the partnership? It is essential that a sound tutoring program include a training of trainers conducted by a qualified professional or master trainer who is familiar with the operational and instructional norms of the partnership, as well as the principles of adult education. A training of trainers includes a comprehensive overview of both the training methodology and instructional content used in the tutor-training program.

Master trainers, or those who train tutor trainers, are most often program staff members with leadership experience. A master trainer provides tutor trainers with the resources and expertise they need to carry out an effective tutor-training program. The design and duration of the training of trainers depends on the expertise and experience of the participants. For experienced tutor trainers, a one-day planning meeting may be sufficient; for teams working together for the first time, or which may be introducing a new tutoring model, more time is needed.

In Utah's ***I CAN READ*** program, a master trainer provides eight hours of training to teachers who serve as site-based tutor trainers. The master trainer is a Title I teacher trained in Reading Recovery, an early intervention method developed in New Zealand that is designed to prevent reading failure. Follow-up meetings reinforce the initial eight-hour training, and tutor trainers are invited to stay in touch with the master trainer by phone as they continue their work with tutors. The program director reports that the program has been very successful in adapting its tutoring services to each site's unique needs because it has onsite tutor trainers and coordinators to provide ongoing training and logistical support to tutors.

School district staff may also serve as master trainers. With its America Reads subcontract, ***YouthFriends*** in Kansas City, Missouri, incorporates reading tutors into its existing volunteer program in the city's school districts. In training-of-trainers sessions, ***YouthFriends*** coordinators and school personnel are trained in the Reading Pals tutoring model developed in collaboration with the University of Kansas.

Training of tutors

"Qualified tutors are a critical element in the success of any tutoring program. Tutors [must] have the knowledge and skills needed to carry out their roles effectively."
—Koralek & Collins, 1997

The success of a tutoring program rides on the abilities, energy, and commitment of its volunteer tutors. However, enthusiasm and a desire to help children learn to read is not enough to ensure that tutoring will be effective. Without strong preservice preparation, ongoing training and support, and good feedback, volunteers are left to rely on the capabilities and preconceived notions they bring to the program. The goal of a good tutor-training program, therefore, should be to mine the initial

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energy volunteers bring, and refine it into a professional base of knowledge and tutoring skills. A dynamic, thorough, and ongoing training program transforms idealistic volunteers into qualified, effective, and confident tutors.

A good tutor-training program also has built-in mechanisms for assessment, both *of* participants and *by* participants. Effective trainers incorporate participants' feedback and include tutors' reflections and needs into future training agendas. ***America Reads*** in Muskegon, Michigan, holds in-service sessions that serve as focus groups to determine future training needs. ***D.C. Reads*** in Washington, D.C., is one of many programs to have tutors complete written training evaluations, which are then used to modify and improve upcoming training sessions.

Tutor trainers may be reading specialists, classroom teachers, or school administrators. They also may be staff members from the America Reads partnership, who in some cases serve as onsite coordinators and provide ongoing training support.

Whatever the composition of the tutor-training team, it is essential that all members be well prepared to implement a cohesive training program. As the ***University Park Tutoring Program*** in Worcester, Massachusetts, has found, a strong, enthusiastic training team is essential to generating early enthusiasm and momentum.

MCC L.E.A.D.S. (Mesa Community College Literacy Education and Development through Service) in Mesa, Arizona, selects a training team from various disciplines—sociology, reading, bilingual language development, psychology, and children's literature—to develop a one-day workshop for work-study student tutors. Experts in each discipline present information on literacy skills and literature, reading theory, child development and learning, and child welfare issues. ***Anchorage Reads*** uses a tutor-training team that includes experts in curriculum and materials development, teacher trainers, and university instructors.

Like the training of trainers, a good tutor-training plan includes attention to both methods and content of training.

Adult learners, in dialogue with peers and mentors, incorporate ... experience, both their own and others', into their repertoire of skills (Vela, 1995).

Methodology of tutor training. Understanding how children learn is central to tutoring. But just as important to the implementation of an effective tutor-training program is a knowledge of how adults learn. A training program for volunteers should begin with an explicit recognition of the rich life experiences that adult learners bring to a new situation. All volunteer tutors have attended school, learned to read, lived in local communities, and worked in organizations. Many have raised children. Encouraging tutors to reflect on these experiences as they incorporate new learning is a basic tenet of adult education. Preservice tutor training should be experiential, according to reports from partnerships. Many programs incorporate role play, demonstrations of actual tutoring sessions, site visits, home visits, community explorations, practice tutoring, interviews, and other first-hand activities. At ***Systematic Training for America Reads Tutors (START)*** in Norristown, Pennsylvania, new tutors have three practice sessions with

Miami Reads:

A Model of Success in a Multicultura

"At first reading made me feel bad, but now reading makes me feel good!"
—Ernesto Cabrera, age six

The call came from President Clinton in late 1996, asking Dr. Eduardo Padrón, President of Miami-Dade Community College, to join the Steering Committee of College and University Presidents for the America Reads Challenge. The request struck a responsive chord with Dr. Padrón. Not only is Miami-Dade one of the poorest counties in the nation (15 percent of the population live below the poverty line), but its illiteracy rate is among the highest. South Florida is also a region of recent immigrants. Sixty percent of residents have a first language other than English, and almost a quarter of the student population in K-5 is classified as "limited-English proficient."

Obviously, President Clinton didn't have to sell the idea too hard. What happened next in the richly textured, multicultural environment of Miami is a lesson in community commitment and collaboration. Miami-Dade Community College pledged 150 Federal Work-Study student tutors to the program. The University of Miami, Florida International University, and Barry University also came on board with a substantial number of tutoring work-study slots, along with expertise in assessment and evaluation from their research programs. The county public schools enthusiastically joined in, bringing together a group of dedicated reading specialists who spent six weeks creating the Miami Reads tutoring curriculum.

WLRN-TV, a Public Broadcasting Station (PBS) that participates in PBS's Ready to Learn Service, has supplied as many as 450 books a month along with activity sheets to first-graders being tutored at nine America Reads schools. Staff members from WLRN also conduct workshops for parents and teachers to instruct them in how to connect high-quality children's programs with reading and follow-up activities.

The literacy needs of non-native speakers have been a priority of the Miami Reads program. Parents have received introductory letters in Spanish and Haitian Creole. Tutors and students are often "language matched," so that a tutor whose first language is Creole, for example, will be paired with a Haitian ESL student. Evaluation has proved that the one-to-one personal attention non-English-speaking children receive with their native language tutors has provided a comfort level that enhances self-esteem and contributes to a faster learning pace. In fact, after several months of tutoring, some ESL students who previously were not able to read or write in any language have ended up surpassing the native speakers.

An unanticipated benefit of the program has been the transformational impact it has had on the tutors themselves, according to Josh Young, Director of the Center for Community Involvement at Miami-Dade Community College. "Many of our college tutors were recently in remedial courses themselves and are struggling simply to stay in school," says Young. "Most have never had a job or worked with children. But the experience of being an America Reads tutor (seeing those smiles, hearing the children shout your name, realizing every child in the class wants to read with you, and knowing that you are giving another human being a

Environment

tremendous gift has transformed many of our tutors. They are changing their majors to education or social work. They are more focused on their own studies and career goals, and they feel better about themselves. They are having an experience that will help them be better parents, better students, and better citizens."

Miami Reads now has more than 200 Federal Work-Study tutors in 43 schools and community sites, providing individualized, weekly, one-on-one tutoring to 2,000 Miami first-graders. An effective, easy-to-use tutoring curriculum, coupled with ongoing training and support, a parent-involvement curriculum, and a Buddy Reading tutoring model targeting community and other volunteers have been keys to the success of the America Reads Challenge in Miami.

"My involvement with America Reads has been the most significant experience of my professional career," says Dr. Alicia Moreyra, Reading Supervisor at Miami-Dade Public Schools. " It does not take money. It takes the passion, desire, and the energy of committed people, and those who answered the America Reads Challenge in Miami are giving 150 percent."

Photo supplied by Miami-Dade Community College Center for Community Involvement

America Reads tutor Johnnie Williams works with a student

their students. During these sessions, the reading specialist observes and demonstrates corrections and other techniques on the spot. At inservice trainings, tutors may make materials to use in their tutoring sessions while learning about the reading skills such materials are intended to help build.

After their initial training, tutors in the ***Monterey County America Reads Consortium*** in California process their progress, successes, and challenges through reflection journals and monthly meetings. Generalizing from actual experiences encourages tutors to incorporate new concepts in a way that informs future practice (Knowles, Holton, & Swanson, 1998). ***Bay Area Youth Agency Consortium (BAYAC)*** in San Francisco, California, emphasizes a learning spiral in which tutors: learn new skills through inservice training; deliver service; reflect on their experience; and evaluate results.

Content of tutor training. As illustrated by these 61 America Reads partnerships, training takes many shapes. Most partnerships agree, however, that effective training is a combination of preservice and inservice sessions, combined with frequent feedback and ongoing support. The programs' length and delivery of training varies from a short, preservice session to as much as 40 instructional hours; from a simple site orientation to high-tech delivery by interactive videoconferences.

A good tutor-training program requires more than teaching the mechanics of reading. Good training also helps tutors develop the skills to motivate and communicate with children. To do this effectively, the training must not only be geared to the children's needs, but also to the needs, knowledge base, and experience of the volunteer tutors. Young volunteers from

AmeriCorps, for example, may require a different level of training, supervision, and skill building than graduate students in education. Retired senior citizens who perhaps have not spent much time with children in recent years may require a different approach to training than young parents involved in a welfare reform program.

At ***Book Buddies in the Bronx***, for instance, some tutors have needed to brush up their own reading skills. The program has tailored training to fill in these tutors' knowledge gaps and does not ask them to perform tasks for which they are unprepared, such as writing a lesson plan.

On the other end of the spectrum, the 40-hour training program of Detroit's ***Brightmoor America Reads*** gives tutors an academically oriented reading overview, from the history of reading instruction to a review of traditional methodologies. Tutors learn such information as how affective behaviors impact the reading process.

More typically, ***Vermont Reads*** in Waterbury limits its instruction on reading theory

in favor of a heavy emphasis on three hands-on strategies for tutors to use in their sessions with students: reading to children; reading with children; and integrating language play activities.

In general, programs divide training into the following components:

Program overview and expectations of tutors
Preservice training necessarily covers program goals and logistics specific to each program and site. Many programs stress to tutors that they are now part of a team whose members are tutor, parent, teacher, and child. To create an atmosphere conducive to high performance, tutors must be told exactly what is expected of them. For this, many programs use a tutor handbook. While offering no substitute for training, the handbook provides a written job description and outline of the program's mission, policies, and procedures that volunteers can use as a reference.

Fordham University program's tutor manual is a loose-leaf binder with the following sections: administrative topics, program-specific information, basics of literacy and tutoring, and resources. Tutors can add materials from training sessions and other resources to create a manual tailored to their own needs. Although other programs have also developed their own manuals, many base their tutoring model on one of several commercially available tutoring manuals written by literacy experts. For a review of tutor manuals, refer to the Favorite Manuals sidebar (see page 44).

In its site orientation, ***Monterey County America Reads*** asks tutors to sign a partnership agreement with the school that covers the school dress code, volunteer work schedule and absence policy, and ethical and professional expectations for tutors and school personnel. Other programs discuss with tutors the ethics and rules of law regarding working with children, as well as stressing the need for confidentiality.

Tutor commitment and building relationships with children
A tutor's personal commitment means the world to a child. When a tutor appears consistently each week, enthused and ready to work, the child gets the message: "I believe in you." The child responds with a growing confidence in his or her abilities. Because this tutor-student connection is so vital, many programs take special steps to promote tutor satisfaction and prevent waning commitment.

Photo supplied by Seattle Reads Tutoring Compact

All partnerships recognize that a good tutor-child match is the first step toward building a positive relationship. Some programs ask the child's classroom teacher to interview potential tutors in order to make the most advantageous match. In a preservice training session, community partners of the ***Fordham University*** program

Helping Hands Hawaii:
Seniors Actively Volunteering in Education

Seniors
Actively Volunteering
in Education

When her granddaughter entered kindergarten at Liholiho Elementary in Honolulu, Hawaii, Carol Sumner came along with her as a classroom resource aide with Seniors Actively Volunteering in Education (SAVE). Shortly thereafter, Sumner discovered tutoring—and fell in love.

Sumner began tutoring two students and has worked up to 33 students a week. She averages more than 100 tutoring hours a month. Revered by teachers and students because of the importance of her efforts, Sumner has been given a special workroom in the school. "This is absolutely the most fantastic thing I've ever done in my life," she says. "I wish I had started sooner."

SAVE, one of Hawaii's America Reads partners, has maintained a rotating corps of more than 250 senior volunteers in Honolulu schools since 1989. Originally funded by the state legislature, SAVE has tapped into the great wealth of knowledge, experience, skills, and talents of Hawaii's seniors by sending them into the city's schools as mentors, resource speakers, field trip escorts, and classroom aides.

In 1994, when SAVE received additional funding from various community foundations, it implemented a tutor-training program designed to help elementary students improve their reading and math skills. In 1996, SAVE initiated tutor training for secondary schools, with a focus on helping high school students strengthen their comprehension skills and complete class assignments and homework.

Meriel Collins, SAVE Coordinator, says the program has been successful because it pays close attention to every detail. "Our paid staff members provide preservice training, inservice support, documentation of project activities, and regular evaluations. Volunteers are carefully matched with students, teachers, and schools to make sure that the tutoring experience is maximized and mutually beneficial for all. We also provide teachers and school administrative staff with training and technical assistance in effective volunteer management." Evaluations indicate that 65 percent of the students SAVE serves show significant increases in their reading comprehension skills, Collins adds.

Hawaii's America Reads partnership came together in 1998 to build on existing relationships between SAVE, the University of Hawaii, Kapiolani Community College, the State Department of Education-VISTA I Can Read Program, and Hawaii Literacy, Inc., an organization with more than 25 years of experience teaching adult literacy. The partnership defined its statewide target as rural and urban schools in low- to middle-income areas.

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Photo supplied by SAVE

Meriel Collins with SAVE members.

Because it was already involved in volunteer training for a variety of community programs, SAVE took the lead in developing the America Reads tutor-training curriculum. Community volunteers, service-learning students, and Federal Work-Study students have participated in a four-hour, preservice session that covers, among other things, causes and effects of illiteracy, different learning styles, the components of language, how language is acquired, and tutorial strategies. SAVE also provides the America Reads partnership with volunteer recruitment, placement, and management of volunteers in the schools.

"While SAVE's mixed funding allows it to recruit volunteers of all ages," says Collins, "our focus remains on seniors. Our volunteers represent educational backgrounds from eighth grade to doctorate degrees, and come from preretirement lives as hotel housekeeper, salesman, engineer, reading specialist, and business folks to housewives, federal employees, an airline pilot, ex-director of Child Support Enforcement Agency, public works administrator, sociologist, members of AARP (American Association of Retired Persons), senior club and ethnic club members, and snowbirds on long vacations."

Edwin Krentzman, a former Marine, joined SAVE two years ago after working 40 years in sales. He began tutoring one middle-school student whose first language was Thai. Now, he now works with an elementary special-education class in math, tutors an eighth-grader with math, and works one-to-one with a tenth-grader in an adolescent day-treatment program.

Krenezman has chosen to become a SAVE volunteer, he says, "to keep from becoming a couch potato, to keep my mind active, and to give back to Hawaii some of the benefits I have enjoyed living and working here for 25 years."

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acquaint tutors with the population they will work with through an overview of community demographics. ***Bay Area Youth Agency Consortium*** selects tutors for specific students on the basis of their background, languages spoken, and familiarity with particular schools.

Northeast Arkansas Reads in Jonesboro notes that, while it is important for tutors to look for common ground with children, "differences in language or background knowledge should not be viewed as deficits, but [as] differences in the funds of knowledge children bring with them." A tutor from ***Montana Reads*** learned something about relationships her first day as a tutor: "The first time I met with a Native American girl, she asked, 'What tribe do you belong to?' This made me very much aware of how far apart we were culturally. I know very little about the Native American culture that is her world."

> "My student, Yesenia, was still having problems with basic letter sounds but showed an extreme desire to learn how to fly through books like other kids her age. As she gained confidence in her reading skills, she was more likely to raise her hand, and even in math, she was willing to take more chances when it came to finding solutions. Now that Yesenia can read beginners' books all the way through, she won't stop demanding that I teach her to read in Spanish. She wants to be the first person in her class to be able to read in two languages."
> —Tutor, ***New York University America Reads***

America Reads at Eastern Michigan University in Ypsilanti provides its tutors with training in child development. Otherwise, tutors could misunderstand what may be simply age-appropriate behavior.

At ***START*** in Norristown, Pennsylvania, trainers strive to create realistic expectations by stressing that the reading process may develop differently for low-income students. Tutors are instructed on the stages of reading development: prereading, decoding, and confirmation/fluency. Tutors are taught to assess each child's reading abilities and create an individualized tutoring plan. According to reports from many programs, tutors also need to know the typical reading skills and instructional goals for each grade level.

Tutor trainers with ***America Reads*** in San Marcos, Texas, use the plain-speaking book, *How to Talk So Kids Can Learn* (Faber & Mazlish, 1996) to emphasize the importance of effective communication with children. ***Omaha America Reads*** tutors learn non-threatening strategies for discipline.

The tutoring session

To most of those who volunteer to tutor children, reading seems a natural function. But because most adults have forgotten exactly how they learned to read, a tutor-training program should cover the four core steps of a reading tutoring session: rereading, word work, writing, and reading new text (Cohen, Kulik, & Kulik, 1982; Koralek & Collins, 1997; Wasik, 1998). While the order and emphasis may vary from one tutoring partnership to the next, these core elements are basic; tutors need to be proficient at each.

To help tutors plan a complete session, the ***Wichita Public Schools*** program gives all tutors a reading handbook that divides the tutoring session into parts and suggests activities for each part. ***Delaware Reads*** gives its tutors even more direction: a prescribed sequence of activities to be followed in each and every tutoring session. Instead of telling, ***Book Buddies in the Bronx*** shows new tutors a video of a genuine read-aloud session. After watching the video, tutors and trainers discuss the reader's choices and the child's reactions.

As trainers from ***New York University America Reads*** observe, "Children being tutored are developing...physically, emotionally, socially, as well as intellectually ... Behavior in each of these areas influences a tutoring session." Each session, even with the same child, will be different. Proficiency with the core elements means that the tutor can see and greet the "teachable moment" with an appropriate activity.

Most researchers recommend that a child meet consistently with the same tutor, one-to-one, for two or more sessions per week, each session lasting 30 to 60 minutes. The ideal length of time depends on the child's

age, attention span, the variety of activities and materials available, and school-day logistics (Corporation for National Service, 1997; Koralek & Collins, 1997; Palinscar & Peterson, 1997; Wasik, 1997).

In the America Reads partnerships, the time individual tutors spend with children each week varies widely. Federal Work-Study students and AmeriCorps volunteers spend from 10 to 20 hours per week tutoring; community volunteers average from two to four hours per week. Tutoring configurations also vary: from 15 minutes per day, five days a week, to two, one-hour sessions per week.

Rereading a familiar story or text. Tutors must become competent at reading aloud with children, taking turns with a child (shared reading aloud), and discussing a book together with a child (dialogic techniques). When children read a familiar text, they reinforce what they know and strengthen skills not completely mastered. As they become familiar with what words say, they can relax and focus on what

words mean. Rereading familiar material gives emerging readers opportunities for success, building their confidence, sharpening their skills, and letting them see themselves as readers. Reading becomes fun!

Programs stress building opportunities for student success. The ***Wichita*** program asks tutors to include at least one activity in each tutoring session where a student can succeed—even if the student cannot read at all. For example, the tutor may perform a shared reading with the child, where the child reads along on the repetitive parts of the text.

Word analysis. Word study, which gives new readers tools to decode the mysterious black markings on the page, should be part of each tutoring session. Emerging readers learn by exploring letters and sounds, and understanding how letter sequences represent sound sequences to create meaning from print. Effective tutors have an awareness of phonics and vocabulary development; help children look for patterns in words they already know; and use those patterns to help children decode new words.

In some tutoring programs, children develop personal word banks (collections of known words written on cards and used in word study), or keep a list of new words they have mastered.

At ***Hooked on Books*** in Louisville, students are taking these skills back into the classroom. One teacher reports of her tutored students: "When they come to a word they don't know, I see them being very intentional to solve it. What's more, they're showing a lot of pleasure in reading."

Most programs teach the tutoring techniques of modeling story retelling, remembering details, making inferences, and acquiring new words. Tutors with ***Reading Discovery*** in Oklahoma City learn to facilitate the reading process by modeling "think-aloud" strategies. They help children decode and understand new words using *semantic* (meaning), *syntactic* (language), and *phonetic* (visual) cues to find meaning. Tutor training at ***Omaha's America Reads*** gives tutors a chance to learn and play reading games. The games are then made available at all sites for tutors to use in their sessions with children.

Writing. Reading and writing develop together. Writing supports reading in many ways: Writing helps emerging readers learn concepts of print, such as directionality, and helps students attend to the structure, sounds, and symbols of words. Writing also gives a child a chance to express ideas on paper and think back on the text that was read. Writing explores deeper levels of the printed story and gives the child new concepts to bring to future reading (Braunger & Lewis, 1997). Another concrete skill tutors can learn is shared writing, an activity in which tutor and student compose a story together, each alternating sentences and reflecting on the story as it develops.

Introducing new reading material. New reading material expands a child's vocabulary and strengthens newly acquired skills. As the child and tutor work through new text, the tutor encourages the child to apply what he or she has learned from rereading, word analysis, and writing. As the new text becomes familiar and comfortable, the child will reread it with increasing mastery, comprehension, and pleasure, and so

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"I like the way my tutor helps me read. I like taking turns. In big words he helps me see the little words."
—Student at *University Park Reading Tutoring Program*, Worcester, Massachusetts

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the cycle begins again. To help tutors tailor their sessions to their students' interests, training should introduce them to resources for exploring children's literature and explain how to choose appropriate books based on students' skill levels.

Materials used in a tutoring session. A good program needs good books, and plenty of them. For each child, for each reading session, there is a book that is "just right." Books for tutoring sessions can come from the school library, the classroom, used bookstores, or community donors. Recommendations for appropriate books from a child's classroom teacher are especially helpful. And, of course, it is ideal if the tutor can occasionally give a child a favorite book to keep.

Hunting for a place to tutor and rounding up needed materials can be discouraging tasks for tutor and child. *Montana Reads* emphasizes that site coordinators should provide a specific place for the tutoring pair and maintain an abundant supply of materials.

Some programs recommend a tutor "tool kit," a plastic bin holding the child's favorite books, plus paper, crayons, pencils, scissors, tape, etc. The tool kit might also include a journal for listing books the child has read; personal word lists; and the child's writings or drawings. Other items in the kit might be a word bank and a notebook to record lesson plans and progress.

For programs with limited resources for tutoring supplies, the *Las Cruces, New Mexico* partnership is an inspiration. Through a donor network of publishers of educational materials, the partnership has received free tutor supply bags, trade books, activity books, award-winning storybooks, and bilingual and multicultural materials.

Volunteer support

In any literacy program that relies on volunteer tutors, preservice training alone is not sufficient. Preservice training merely prepares tutors for the first few tutoring sessions. Inservice training and onsite support build on a tutor's experiences, answer his or her questions, and help the tutor develop new and more effective skills.

The balance of preservice to inservice training should be flexible enough to respond to the tutors' expressed needs. Tutors in the *Bay Area Youth Agency Consortium* prefer short, hands-on training sessions delivered in the context of their work to longer preservice training workshops. Other programs report similar experiences. Trainers in the *Mississippi Reads* program find that, when training

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At START There is No End to Assessment

John Kruidenier, educational consultant and literacy and technology specialist, saw a new and exciting opportunity with the America Reads Challenge. After years of training reading specialists and other literacy professionals in the academic world, he was interested in the possibility of training community volunteers as reading tutors.

Kruidenier proposed to the Opportunities Industrialization Center (OIC) in Norristown, Pennsylvania, that the center form a partnership to create a local America Reads project. Located in an old mining and industrial town west of Philadelphia, the OIC serves one of the largest pockets of low-income families in the region. With an adult literacy program already well established, the OIC seemed a logical base for a volunteer reading tutor program aimed at serving the children of Norristown. The community responded to the idea with plenty of willing partners: a family services center, public and private schools, libraries, and two nearby colleges.

START (Systematic Training for America Reads Tutors), the partnership that resulted, set up an office at the OIC and declared its goals: to collaboratively develop a systematic and effective tutor training for 300 America Reads tutors, and to match these tutors with at least 200 schoolchildren in kindergarten through third grade.

The 16-hour tutor training, led by reading specialists, is spread over four weeks. No more than 10 volunteers at a time are involved in training, which includes five two-hour sessions devoted to classroom instruction, and three two-hour sessions of supervised practice and case studies. The training model assumes that volunteer tutors can be effective if they are provided with: basic knowledge related to literacy development in young children; systematic training; and supervised practice in the tutoring of reading.

Assessment is a thread woven throughout the START program. After tutors are introduced to concepts of reading theory—particularly the levels of reading development and the components of the reading process—they get a chance to see how theory is applied to practice when they are introduced to the screening assessment tool they will use with their students from ***Teaching Children to Read: A Step-by-Step Guide for Volunteer Tutors***. Chall, Rosewell, Fletcher, Richmond, 1998). While the tutors rehearse doing an assessment, they are also learning some basics of teaching reading, such as how to pronounce individual consonant and vowel sounds, and how to listen carefully as a child reads aloud.

Once tutors are assigned to their students and the "real" screening assessment is completed, they use the results to formulate lesson plans. Assessment does not end there, however. Tutors are taught how to continually assess their students and how to modify their lesson plans based on informal assessment. Tutoring is presented to the volunteers as a cycle of planning, teaching, and assessing, built on a foundation of reading levels and reading components.

The screening assessment is used again at the end of the tutoring module so both the tutor and the student can see how the student's reading has progressed. This informa-

tion from the post-assessment is also used to evaluate the program as a whole. The success of START, like that of any tutoring program, should be measured by the reading progress of its tutored children.

Tutors, too, are assessed at START. Their knowledge about reading and the teaching of reading is evaluated at the beginning of training to show them what they need to know, and again at the end of training to show them what they have learned. Assessment shows, for instance, that, after training, volunteer tutors average a 46-percent gain in their tutoring knowledge. One final way START is assessed is by conducting student, tutor, parent, and teacher satisfaction surveys.

START demonstrates the value of integrating assessment throughout a volunteer reading tutor program. The self-assessment by the volunteer tutors allows them to continually improve their practice. Assessment can be used in the teaching of reading so the individual, changing needs of each child may be answered by a flexible and responsive learning plan.

Photo by Mark Psoras, Norristown, PA

begins, tutors do not even know what questions to ask. As tutoring progresses and tutors gain experience, their questions become pointed and insightful.

Photo supplied by Seattle Reads Tutoring Compact

Within the America Reads programs, ongoing training and support take many shapes. At ***Brightmoor America Reads Challenge*** in Detroit, tutor coordinators or reading teachers observe tutors during their first two weeks of service and identify areas for additional support and training. The program reports that this initial observation period is a rich learning experience for both the tutor and trainer. Site coordinators and classroom teachers in ***Wisconsin Reads*** provide feedback and strategies to tutors in an ongoing program of support; this approach recognizes important lessons are best learned from the actual tutoring.

Reading Soul Mates in Charleston, South Carolina, holds weekly staff development meetings where tutors and teachers discuss the lessons of that week's tutoring sessions. Tutors in the New Mexico State College of Education program work in groups to prepare lessons and assessment strategies. Roundtable discussions among tutors in America Reads at Fordham University focus on problem resolution, role clarification, and tutoring techniques and activities.

After tutors begin their work, they often ask for additional training in specific areas. They may want help handling difficult situations such as an uncooperative child, a child with a wandering focus, a disruptive child, or a child who simply refuses to read. ***Delaware Reads*** notes that tutors require an ongoing infusion of suggestions. Tutors are hungry for information on concrete techniques, such as how to read with a preliterate child and strategies for sounding out words. Teachers in ***Wisconsin Reads*** want their tutors to receive training on pacing, the developmental stages of learning to read, and the importance of flexibility.

Ongoing training must be continually adapted to the needs of each site. For example, an unanticipated training need arose in ***New York University's America Reads*** program when tutors asked for tips on working effectively with their supervising classroom teachers. At ***D.C. Reads***, future training topics are influenced by site coordinators' comments from a standardized monitoring sheet used in tutor observations.

Support for tutors can be formal and of general interest, such as the tutor newsletter published by ***Wisconsin Reads*** that focuses on inservice topics. Or, it can be informal and personalized: Some programs call each volunteer every week to find out how he or she is doing. At ***Building Individual and Community Self-Sufficiency Through Service*** in Sacramento, California, tutors participate in weekly group meetings to reflect individually and learn from other tutors' experiences.

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Effective support helps a tutor assess his or her accomplishments, and also provides encouragement and recognition for tutors. Without support, volunteers will soon leave a program. Because a discouraged tutor is a less-committed tutor, ***America Reads*** in Muskegon, Michigan, recommends that a coordinator or assistant be on site at all times to deal with problems or answer questions as they arise. Staff members from many programs strongly agree with this approach.

Assessment

In any ongoing endeavor, frequent analysis of experiences and measurement of progress optimize results. In a reading tutoring program, assessment of a student's progress renews or redirects the focus of the tutor and coordinator by spotlighting what is working and what is not. Without assessment, excellent practices may not be emphasized and ineffective techniques may be perpetuated. Assessment reveals the small course changes that can help a tutor stay on track and attain the ultimate goal: the reading child.

Most of the 61 America Reads programs assess the impact of their tutoring efforts with a combination of objective and subjective techniques. Some assessment tools are informal and flexible enough to be used by tutors; others require a trained educator to administer and interpret.

Subjective assessment. Although subjective assessment tools may not give measurable results, they do give tutors, teachers, and parents valuable insights into a child's progress. America Reads programs use: home reading logs; student self-assessments; tutor/student reader attitude surveys; tutoring impact and progress reports that detail the time the tutor spent with the child; and goals and plan logs. The Reading Team (Morrow & Walker, 1997) suggests that a tutor maintain a diary of each tutoring session, a record of the books the child has read, weekly samples of the child's writing, a record of the child's successes, and an audiotape of the child's oral reading. ***Delaware Reads*** tutors are required to audiotape at least one tutoring session; program managers analyze the tapes to better understand undergraduates' tutoring abilities.

Less rigorous than formal evaluation, but no less heartening, is anecdotal evidence of tutoring's benefits: children who become more attentive; who learn to follow directions; who begin to volunteer for tasks in the classroom and school activities; and who choose to read.

HOTS Web Site Keeps Tutors Cool

Missouri Reads uses its Web site to post Hands-On Tutoring Strategies (HOTS) for tutors. HOTS, updated biweekly, are selected by staff in response to questions and issues raised in tutors' electronic journals.

Tutors at the ***Five Colleges America Reads Tutors*** program in Amherst, Massachusetts, use the program's Web site to get answers to frequently asked questions, register for trainings, submit their tutor logs, read training materials, and access other sites for tutoring strategies.

Missouri Reads (Online)

The Missouri Reads partnership has brought together LIFT-Missouri, the state's literacy resource center based in St. Louis, Webster University, a private school serving more than 5,000 students at its main campus in St. Louis; and the University of Missouri-Columbia, the largest and oldest campus of the state's higher-education institutions.

A unique aspect of the Missouri Reads program is an electronic tutor monitoring and support system developed by Jeri Levesque, a reading specialist and Associate Professor of Education at Webster University. We asked her to tell us about it.

Levesque explains: "For a couple of years before America Reads, I had been working on an electronic tutor-training model for my reading methods courses at Webster University. The America Reads grant allowed us to complete a tutoring manual, HOTS (Hands-On Tutor Strategies), and develop an online, e-mail, tutor support system. We use the manual as the basis for interactive tutor-mentor reflection and support.

"Our tutors, all university students, come from the Student Literacy Corps, Federal Work-Study, or they are enrolled in an undergraduate reading methods course where service learning is a course requirement. At the beginning of the term, each student tutor is assigned a mentor he or she will communicate with by e-mail. If commuter students don't have e-mail service at home, we provide it for them free of charge through the campus e-mail system.

"For our 'electronic mentors,' we recruit teachers, reading specialists, and assistant principals, scattered around the greater St. Louis metro area in public, private, inner-city, suburban, and rural schools. All have a background in tutoring and a strong interest in reading.

"Each mentor is responsible for providing one-to-one support to no more than 10 tutors. I provide the mentors with an orientation to electronic mentoring that covers support materials, principles of service learning, and program goals.

"We pay the mentors $25 per hour for their online time during a 16-week semester. Most mentors report spending from three to five hours per week with their tutors. Both mentors and tutors are required to keep records of their dialogues (either electronically or by making paper copies). All are encouraged to contact me for support or additional resources, such as instructional materials, relevant Internet sites, and general literacy expertise.

"The online dialogue begins within 24 hours of a student's first tutoring experience. The tutor is required to log on and describe what happened during the tutoring session—detailing observations, questions, or problems—and the mentor must respond within 24 hours. We've found that when the response is delayed, the immediacy of the 'teaching moment' fades for both the student and the mentor. So the mentors have taken this to heart, and they check their e-mail every single day, seven days a week.

"The interaction we see is fantastic. Looking at the e-mail dialogues during the 16-week term, we can really see the students' progress, from their first tutoring experience (*what do I do now?*), to their becoming confident tutors as they start to understand literacy better (*here's what works, here's what doesn't*). Tutors start asking about assessment strate-

gies and learning outcomes. Critical-thinking skills and self-initiated learning build momentum, as their understanding of literacy transcends the local experience to include reflections about political, social, and economic concerns.

"The mentors are equally enthusiastic. They love the challenge of applying years of 'lessons learned' in a written dialogue that facilitates a tutor's growth. Mentors sharpen their own skills in ways that are far different from standard teacher-to-apprentice relationships. In short, they, too, engage in reflective practice.

"At the end of the term, students pull up their electronic journals, which consist of their messages and the mentor's feedback, and write a synthesis. This report is shared with their course instructor or work-study supervisor, mentor, and the project evaluator. They can also use the report, along with examples of their interactive journal, in their professional portfolios to demonstrate service learning as well as their skills in electronic communication technology.

"Now, all of our mentors are looking for university students to serve as tutors in their schools. Missouri Reads is not only providing well-trained and supported tutors, but we are also preparing a pool of mentors who provide vision, expertise, and leadership to advance the goals of the America Reads program."

Photo supplied by Missouri Reads

Volunteers with A Way With Words Literacy Program, University of Missouri-Columbia

Photo supplied by Seattle Reads Tutoring Compact

In many programs, teachers report progress not only in classroom ability but also in attitudes about learning. Students are sometimes even reluctant to leave their tutoring sessions. The ***University Park Tutoring Program*** in Worcester, Massachusetts, reports, "Students have told their tutors that they like school better now that they know how to read." Such comments give tutors a lift: They know that they're making a difference.

Objective assessment. At the time this report was written, most of these 61 programs had not yet had sufficient time to assess the progress of their tutored students with objective measures; however, many do have assessment plans in place. ***Columbus Reads*** in Ohio uses a structure of formal and informal assessment using: grade-level assessments by teachers and onsite instructors; sight word lists; reading aloud and charting unknown or difficult words; and journal and summary assessments written by tutors. ***Columbus Reads*** also uses software designed to evaluate students' reading grade level and progress. The program preassesses students in the first week of tutoring for a benchmark, and post-tests at the end of each 10-week period.

Book Buddies in the Bronx uses a three-pronged approach to assess tutors and students. First, the tutor-training coordinator observes each tutor at least one hour per week, with an immediate debriefing. Second, the coordinator assesses tutors twice monthly using a checklist for adherence to the lesson plan. Third, children are tested monthly for alphabet and sound knowledge. If a child's reading skills do not improve, the tutor is given more support and the coordinator gets involved, modeling tutoring techniques when necessary.

Some programs measure the progress of tutored students against a control group. At project's end, ***Wisconsin Reads*** in Madison will use a language arts assessment tool developed by school district reading specialists and the University of Wisconsin College of Education. ***Wisconsin Reads*** will also compare results for children who are tutored once a week with results for those tutored twice a week. And to assess the impact of the tutor-student relationship, the program will compare the performance of children who meet with the same tutor each week with the performance of those who meet with several different tutors.

Other objective measurement programs use include standardized test data to inform a tutor's instructional lesson planning; a pre- and post-tutoring spelling inventory; tools to assess oral reading performance; a skills checklist; a record of time spent tutoring; and a record of skills addressed and skills acquired.

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CONCLUSION

The early experiences of these 61 reading tutoring programs seem to support what research indicates: Tutoring can work. In their rich diversity of organizational norms, tutor recruitment, placement, training, and support, these programs show that there are many roads up the mountain. The common goal of all, of course, is children across the nation becoming more adept readers.

Tutors everywhere describe initially reluctant, even tearful children becoming enthralled with their new power: the power to comprehend the written word. "I want to read every book in the United States," says a child in Miami. A child in Las Cruces, New Mexico, who was once considered for special education placement, is now an honor student. One mother in Mississippi begs her child's tutor to work with her daughter for another year, exulting that her child is now more self-confident and motivated in all areas of her schoolwork. A child in Monterey County, California, who once refused to speak begins in her tutoring sessions to repeat first words, then phrases. Eventually, she begins to speak on the playground and to participate in class. One child in Salt Lake City tells another, "There's my tutor. She is showing me how smart I am."

Not only do the effective and promising practices explored by the partnerships in their day-to-day activities offer direction to the reading tutoring movement across the country, but these programs are also providing very real opportunities to build reading skills for the children they serve.

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Montana America Reads Challenge:

Montana is big, particularly to a newcomer.

Carl Stevens, VISTA volunteer, describes how Montana's America Reads program has met the challenges posed by vast geography:

"I had always heard of the Big Sky Country, and this year I discovered it's real. My first day in Montana, driving from Three Forks to Helena, I topped a rise and saw the road stretch out before me, bifurcating the autumn-amber wheat fields and grazing ranges that sweep up to the Big Belt Range on the east and the Elkhorns on the west. The road flows into a dark patch that turned out to be Townsend, 17 miles distant, in sight all the way.

"Montana is the fourth-largest state in the United States. From corner to corner, say, Alzada to Yaak, Montana stretches well over 800 miles. Yet for all that space, there are fewer than 900,000 people. Montana has 56 counties and 492 elementary schools, about a third of which have fewer than 25 kids enrolled. Petroleum County has a total of 46 kids in its one elementary school.

"That is our challenge in Montana: to provide tutor training statewide to our sparsely populated counties while making the most efficient use of our scarce resources. Since it was apparent from the very beginning that the outreach task was beyond the capabilities of any one group, the Montana America Reads Tutoring Partnership was formed, consisting of the Governor's Office of Community Service, Office of Public Instruction (OPI), The Montana Campus Compact, and the Corporation for National Service-Montana State Office.

"Representatives from these groups met, considered, and rejected a number of outreach plans. Finally, a two-pronged approach was chosen. The Montana Campus Compact, working through the universities, focused on the larger cities where the university campuses are located. This has provided an efficient means of getting large numbers of college students trained and out working as tutors in the in-town schools. It also accommodates the reality that many college students don't have cars; many of our 'urban' tutors either walk or bicycle to their assignments.

"The challenge then facing the Office of Public Instruction was how to develop an outreach program for communities outside of Montana's few large cities. First, we identified those communities where local leaders and avid reading proponents would take the lead. We called on every contact we had, and our key outreach people eventually included school personnel, librarians, college professors, members of the Montana State Reading Council, and Retired Senior Volunteer Program (RSVP) members.

"Next, we assigned specific outreach counties to each local program, based on natural commuting or shopping patterns. This required that I take a crash course in Montana geography. I started by studying the map, but I soon discovered that maps don't tell the whole story. I had to actually get out and see the country. For example, the town of Swan Lake is in Lake County, but I could find no easy way to get from Swan Lake to Arlee, where the Lake County training was to be conducted. I stopped for help, map in hand, and began my inquiry with, 'As the crow flies...' I got no further. The old-timer cut me off with a cackle. 'Trouble is,' he said, 'you ain't riding crows.' He pointed out to me that Swan Lake is 95 miles by road from Arlee, separated by the Mission Range. So I reassigned Swan Lake to Kalispell, in Flathead County, a mere 38 miles away. Eventually, we came up with workable outreach territories for each local program.

Geography

Photo by Donnie Sexton, *Travel Montana*

ranging from two counties in one territory to 11 counties in another.

"The real heart of our training program is its multi-stage, train-the-trainer approach. While training tutors is certainly a key element or our work, long-term sustainability requires trainers to be available in each territory to prepare future volunteer tutors. So the training of trainers has become our primary objective. One plan that was considered and rejected was to invite 100 potential trainers to attend one of several large training functions. But we soon realized this plan was cost-prohibitive and gave no assurance that additional outreach would be carried on locally.

"Initially, we conducted four training sessions in Billings, Great Falls, Havre, and Missoula, targeted at the outreach leaders we had selected. Both tutor training and trainer tr°aining were offered. Since then, local training has really taken off, and we now have trained tutors and trainers in 35 counties. In late March, we reconvened local leaders for a Best Practices Conference, where we shared ideas and developed programs to enhance sustainability in future years.

"The Montana America Reads Partnership is working. People are eager to volunteer; in fact, several schools have more volunteers than they can handle. What a problem! Sustainability remains to be seen, but we are disseminating training materials and, more importantly, training expertise all over Montana. We believe this is the best way to advance the aims of America Reads in 'The Last Best Place.'"

Favorite Manuals

Among the America Reads partnerships, several tutoring manuals emerged as favorite resources and are summarized here. This list is not an endorsement of any particular manual, but rather an overview of the resources that partnerships are using. All of the manuals describe elements of a tutoring session. A few provide guidance for tutor training. For complete author and publisher information, refer to the Bibliography and Partnership Bibliography in the Appendices.

Teaching Children to Read: A Step-by-Step Guide for Volunteer Tutors
(Chall, Roswell, Fletcher, & Richmond, 1998)
Topics covered: the tutoring session, specifically phonics; patterns of reading difficulty and discovering student needs; teaching sight words, phonics, spelling, and writing; estimating the difficulty level of a book.

Help a Child Learn to Read
(Cheatham, 1998)
Topics covered: the reading process; essential elements of tutoring sessions; working with non-English-speaking children; finding a starting place with a student. Answers common questions about tutoring, including logistics, reading strategies, and tutoring techniques.

Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers
(Johnston, Invernizzi, & Juel, 1998)
Topics covered: specifics of a tutoring lesson plan with suggested materials; evaluating beginning readers; selecting appropriate books. Includes assessment record forms. Outlines the role of volunteer coordinator with a section on designing tutor training.

The following two manuals are companion volumes developed by the Corporation for National Service to guide National Service members and volunteers in setting up tutoring programs:

Reading Helpers: A Handbook for Training Tutors
(Collins, 1998)
A comprehensive tutor-training manual that includes training session plans and handouts, tutoring tips, and training activities.

On the Road to Reading: A Guide for Community Partners
(Koralek & Collins, 1997)
Offers guidance for new tutoring partnerships with comprehensive summaries of the characteristics of effective tutoring programs.

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The following two manuals are companion volumes:

The Reading Team: A Handbook for Volunteer Tutors K-3
(Morrow & Walker, 1997)
Clarifies the tutor's role as coach and team member. The handbook's six-element tutoring session plan has been adopted by many of the 61 reading partnerships described in this report. Other topics: measuring the child's success and evaluating the tutor's performance.

Tips for the Reading Team: Strategies for Tutors
(Walker & Morrow, 1998)
Explores motivation, storybook reading, reading together and rereading, word skills and comprehension.

The following two manuals are companion volumes:

A Coordinator's Guide to Help America Read: A Handbook for Volunteers
(Pinnell & Fountas, 1997)
Topics covered: qualities of an effective volunteer program; creating high quality training; and recruiting and orienting volunteers. Contains 12 tutor-training session plans with transparencies and handouts, and multicultural book lists.

Help America Read: A Handbook for Volunteers
(Pinnell & Fountas, 1997)
Topics covered: steps of the tutoring session; connecting with children's homes; working with English learners; phonics, writing, and spelling.

Recruiting and Training Volunteer Tutors of Emergent and Beginning Readers in the Primary Grades
(Diss, 1998)
Topics covered: characteristics of an effective tutoring program; selecting students; and recruiting tutors. Contains tutoring resources, including lists of children's books and word lists. Stresses the importance of close collaboration with the classroom teacher. Presents a tutor-training model that includes characteristics of at-risk readers; the learning-to-read process; planning the tutoring session; and recording progress. Includes 15 activity cards describing developmental literacy activities for emergent and developing readers, and a video.

For an excellent review of tutoring manuals, visit www.nwrel.org/learns. This review was written by Linking Education and America Reads through National Service (LEARNS), which provides training and technical assistance to National Service members and volunteers engaged in reading and education projects. Funded by the Corporation for National Service, LEARNS is a partnership of the Northwest Regional Educational Laboratory, Bank Street College, and the Southern Regional Council.

Utica, New York:

Utica Community Action, Inc. (UCAI), established in 1965 in Utica, New York, provides services to limited-income families, youths, the elderly, and the disabled living in Oneida and Herkimer counties. With a 6,000-person client base, 120 employees, and a 1999 budget of $8 million, UCAI is one of the primary community-based literacy, youth service, and job-training providers in central New York state.

The city of Utica and the surrounding area have undergone major demographic changes in the last 50 years. Local economic problems and out-migration have reduced the city's population by about one-third since 1950. Utica's proximity to state prisons and substance abuse treatment centers has brought low-income families into the city's central core, stabilizing student enrollment at about 8,000 but increasing the number of students needing specialized services. In the past several years, more than 3,500 Bosnian refugees have settled in the area; the local refugee center anticipates receiving an additional 1,000 persons per year. All newly arrived immigrant children require English-as-a-second- language training in the schools, and many need special education services, as well.

Today, the majority of Utica's students come from homes that are economically and educationally disadvantaged. The city's school district has the highest dropout rate of cities of comparable size in New York, and continuing problems with school retention and poor academic performance have caused the State Education Department to put Utica's only public high school on probation.

When President Clinton proposed the America Reads Challenge in 1997, staff at UCAI knew the program was uniquely qualified to respond. "For over 30 years we have been the hub of adult literacy programs in the community," says Franca Armstrong, Director of Education at UCIA, "and since 1975 we have been providing tutoring and mentoring programs for elementary schoolchildren.

"Our America Reads partnership fixed its sights on low-income and educationally disadvantaged children in grades one through three in Utica and surrounding areas of Oneida County," says Armstrong. "Our mission was to fire these children up with the love of books and curiosity about the world they live in."

To recruit volunteer tutors, UCIA produced radio and television spots, generated articles in local newspapers, gave presentations to service organizations and churches, and distributed flyers and brochures. More than 160 college students and adults from the community have responded. Local colleges have pledged work-study student slots for the program.

Literacy Volunteers of America has provided tutors, reading materials, and assistance with planning the tutor-training workshops. Experienced tutor trainers have come from the Volunteer Center of the Mohawk Valley Literacy Connection and the Oneida County Mentoring Program.

Tutor training is a series of five, two-hour workshops that covers everything from instructional techniques to record keeping for purposes of assessment. Once tutors have been matched with students at local schools, both tutors and students are required to commit to 12, one-to-one tutoring ses-

sions over a period of 20 weeks. Tutoring sites include local businesses, churches, community centers, and local schools.

Outreach to parents plays an important role in Utica's America Reads activities. "The Twelve Days of Reading" was launched during the Christmas season for parents of children in Young Scholars, a program aimed at encouraging students to stay in school and go on to college. After 10 hours of tutor training, parents can choose a new book as a Christmas gift for their children or pick a subscription to a magazine that they can read together.

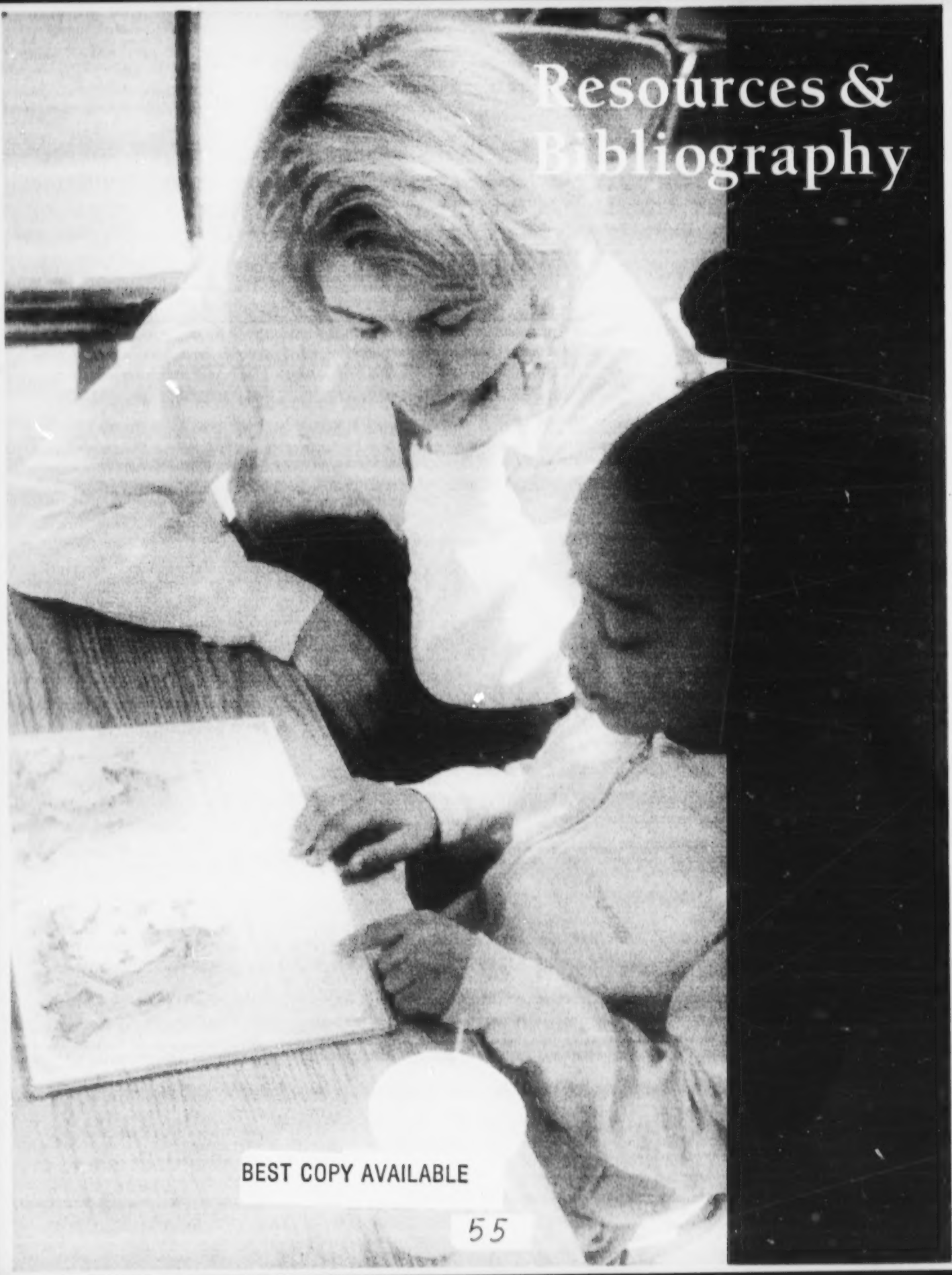
To encourage non-English-speaking parents to read with their children, the children's librarian at the Utica Public Library, one of the coalition partners, has purchased books in foreign languages along with the English versions. To further promote family literacy, English-as-a-second-language classes have been offered to immigrant and refugee parents.

The Utica partnership has used several other special events to get books into the hands of children. For Black History month, for instance, local Head Start children were entertained with storytelling, a puppet show, and other activities, and each child received a copy of an African American folktale. On Martin Luther King Jr. Day, teenagers held a "read in" at a child-care and after-school program for inner-city children. All the stories, songs, and activities were related to Dr. King, and at the conclusion of the "read in," each child received a copy of a Martin Luther King picture book.

Photo supplied by Utica Community Action, Inc.

Utica students participate in Dr. Martin Luther King Jr. Day "Read In."

Resources & Bibliography



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Lessons Learned

In their final reports, the 61 America Reads partnerships summarized lessons they have learned to date. This list of pointers, gained through experience, ranges from broad principles to the particulars of daily program management.

Partners

- Clearly delineate goals and responsibilities of all partners.
- Recognize that reaching consensus on program goals and norms can be complicated by partners' different agendas.
- Enlist diverse community partners (diverse in terms of religion, race, ethnicity, socio-economic background, civic role, age, gender). Diversity adds to the richness of the program.
- Communicate with school administrators so they understand the program and how it fits into their curriculum. Don't proceed until teachers and principals are on board.
- Maximize resources by "piggybacking" onto existing volunteer programs, even those without a specific reading focus.
- Be aware that existing programs may be resistant to innovation and fearful of losing their volunteers to the new program.
- Make training and supervision of site coordinators a top priority.
- Recognize tutors, training staff, and cooperating teachers for their participation.
- Involve parents of tutored children. Even low-level readers want to read with their children once they acquire tutoring techniques to help them.

Operational Norms

- When planning, build in extra time at all stages of program development for the inevitable unforeseen.
- Institute operational norms and routines. Simplify and systematize paperwork. Make the program as self-managing as possible.
- Start with a manageable number of sites and grow only as capacity develops. Quality diminishes if the program is overextended.
- Synchronize program policies with school policies and use models and materials that are compatible with school district reading curriculum.
- Train tutors to respect school and classroom policies and procedures: They are guests!
- Set up a central office; it is vital for planning, recruiting, training, placing, coordinating, monitoring, and assessing volunteers.
- Provide transportation, if possible, to tutoring and training sessions. Transportation problems can extinguish the enthusiasm of a volunteer who does not own a car.

Resources and Tutor Recruitment

- Recruit from the religious community, a source of individuals motivated to serve with care and devotion.
- Use the media: newspapers (press releases, local columnists), newsletters, television stations, radio.
- Build in plenty of lead time to recruit prospective tutors. For example, start recruiting in spring for the fall term.
- Telephone tutors to confirm their attendance at training sessions.
- Expect tutor no-shows and dropouts. Sometimes it is good for an individual to self-select out of the program.
- Don't recruit more volunteers than the program is able to manage.

Tutor Assignments

- Instruct teachers how to utilize a tutor. Without instruction, the tutor may end up working as a teacher's aide.
- Take time to thoughtfully pair tutors and students. Follow up often to make sure placements are working.

Commitment

- Consider a tutor-to-tutor mentoring system to foster a sense of common cause.
- Support tutors onsite.
- Develop a "buddy system" of two tutors per child. They can fill in for each other and brainstorm together.
- Ask tutors to commit to a minimum number of tutoring hours.

National Service and Federal Work-Study Programs

- Allow sufficient lead-time to identify VISTA volunteers. They can be hard to recruit.
- Use AmeriCorps and other National Service members and volunteers to fill critical logistical support roles and maximize staff salary budgets.
- Enlist the support of high-level college/university administrators and financial aid directors. Without this support, roadblocks may be impassable.
- Facilitate communication among campus coordinators for sharing of best practices, materials, and resources (through a listserve, for example).
- Accept that college students are busy and often find it difficult to maintain agreements and schedules. A team leader should be available to encourage them.

Training

- Use a training team to circulate within a region to provide programs with consistent, quality tutor training.
- Work toward teacher and school buy-in by fielding well-trained tutors. Untrained, unreliable volunteers can cripple a program.
- Train in small interactive groups instead of large group lectures.
- Maximize the number of volunteers by providing varied training models to meet varying levels of availability, skill, and expertise.
- Keep it simple; don't ask tutors to be reading teachers.

Ongoing Training and Support

- Nurture tutors frequently with prompt feedback and support. It is easy for them to become frustrated.
- Don't assume tutors remember strategies, methods, or techniques after training. Create a "cheat sheet" of tutoring techniques for them to consult during sessions with students.

Monitoring, Evaluation, Assessment, and Record Keeping

- Evaluate the program continuously and adapt it to changing circumstances. Document what works and what does not.
- Make tutor record keeping simple; show tutors how record keeping benefits them. For Federal Work-Study tutors, consider tying accurate and complete record keeping to pay.

Sustainability and Replicability

- Plan for program replicability and sustainability beyond temporary funding arrangements.
- Enlist school district staff in key positions to encourage sustainability.
- Devote funds to training of trainers to develop capacity and replicability.
- Designate a model site as a prototype for program expansion.
- Develop a standard tutoring manual to promote replicability.

How to Spend $50,000

In their reports to the regional educational laboratories, partnerships were asked to list their first five priorities for use of the America Reads funds. The following compilation of their responses indicates key areas of program expenditures.

Program Marketing and Recruitment

To attract and involve contributing partners, programs used funds for:

- Advertisement of the program in the community: television and radio spots, newspaper advertisements and articles
- Family outreach
- Recruitment of volunteer tutors

Staff

Programs used funds for wages and/or benefits for the following staff or consultants:

- Program coordinator or manager
- Onsite coordinator to work with program coordinator, tutors, and teachers
- Reading specialist or consultant
- Consultant to develop tutor-training modules and ongoing support strategies
- Tutor-training coordinator (full time or part time)
- Trainer(s) to design and deliver training
- Host teacher coordinators
- Project evaluator
- Support staff
- Teacher compensation for planning, extracurricular meetings and follow-up
- Tutor compensation

University and Federal Work-Study Programs

These expenses were specific to college and university-based programs:

- Marketing to Federal Work-Study students and financial aid offices
- Incentives for financial aid offices to support tutor training for Federal Work-Study students
- Enlisting the collaboration of college faculty
- Fielding preservice tutor training at each participating college campus

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Training

Funds were used for:

- Training of trainers
- Training of tutor coordinators and cooperating teachers
- Tutor orientation; ongoing and inservice training; and follow-up sessions
- Electronic or distance-learning training for rural or remote schools
- Summer training institutes

Training Materials and Logistics

Programs used funds for these training-related items:

- Development of tutor-training materials, including manuals and videos
- Consumable supplies for training sessions
- Rental of training space

Materials for the Tutoring Session

Funds were used for these expenses related directly to the tutoring session:

- Development of tutoring session materials
- Instructional materials and consumable supplies
- Kits for tutors
- Leveled books, storybooks, children's literature, and magazines
- Computers and literacy software games
- Internal literacy reference library and tutoring manuals for tutors
- Treats and rewards for students
- Books, magazines, and photocopies of skills games for students to take home

Operations and Logistics

Programs used funds to pay for the following overhead items:

- Advisory board meetings
- Regional meetings to encourage networking and sharing of ideas and resources
- Office expenses: rent, supplies, telephone, Internet access, etc.
- Mailing and postage
- Web site creation and maintenance
- Database maintenance

- Photocopying and printing
- Rental of classroom space
- Electronic or distance learning tutorial services for schools in rural or remote areas
- Transportation of tutors, staff, and parents

Assessment

Programs used funds for:

- Evaluator to assess training efforts and their impact on children's literacy
- Development and implementation of assessment instruments to evaluate students' abilities and tutor and program effectiveness
- Monitoring and evaluation documentation for Federal Work-Study tutors to assess the degree to which skills learned in tutor training are applied

Volunteer Program Participant Recognition

Programs allocated funds to recognize participants' efforts through:

- Outreach and rewards for parents who become coaches
- Thank-you gifts for classroom teachers' follow-up and planning
- Rewards for strong site facilitators
- Recognition of and compensation for exemplary Federal Work-Study college coordinators
- Awards for successful tutors and students: movie and ballgame tickets, fast food coupons, etc.
- Recognition of volunteers: thank-you cards, holiday notes from students, social events, plaques, and end-of-year recognition events

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Talk About Reading!	Phone: 217-428-5825 Fax: 217-428-5839	Partners in Education 1314 North Main Street Decatur, IL 62526

Reading Tutoring Partnership	Phone: 218-726-7912 Fax: 218-726-6517	University of Minnesota Duluth 139 Darland Administrative Building Duluth, MN 55812
America Reads in Muskegon	Phone: 616-722-3134, ext. 234 Fax: 616-722-3137	Volunteer Muskegon 313 West Webster Avenue Muskegon, MI 49440
Brightmoor America Reads Challenge	Phone: 313-496-2651 Fax: 313-961-2791	Wayne County Community College District 801 West Fort Street Detroit, MI 48226

Northeast and Islands Regional Educational Laboratory at Brown University (LAB)
CT, MA, ME, NH, NY, PR, RI, VI, VT

New York University America Reads	Phone: 212-998-2097 Fax: 212-995-4690	25 West 4th Street, Room 322 New York, NY 10003
Oneida County America Reads Challenge	Phone: 315-797-7364 Fax: 315-793-8078	253 Genesee Street Utica, NY 13501
Long Island America Reads Consortium	Phone: 516-687-3184 Fax: 516-687-3064	Eastern Suffolk BOCES 201 Sunrise Highway Patchogue, NY 11772
Learn and Serve Niagara	Phone: 716-286-8573 Fax: 716-286-8753	P.O. Box 1906 Niagara Falls, NY 14109
America Reads Challenge at Fordham University	Phone: 718-817-3825 Fax: 718-817-5944	Fordham University Administration Building 441 East Fordham Road Bronx, NY 10458
University Park Tutoring Program	Phone: 508-793-7222 Fax: 508-793-8864	950 Main Street Worcester, MA 01610
Boston Reading Partners Initiative	Phone: 617-451-6145 Fax: 617-482-0617	49 Farnsworth Street Boston, MA 02210
Five College America Reads Tutors	Phone: 412-256-8316 Fax: 413-256-0249	Five Colleges, Inc. 97 Spring Street Amherst, MA 01002
Swearer Community Education	Phone: 401-863-3986 Fax: 401-863-3094	P.O. Box 1974 Brown University Providence, RI 02912
Book Buddies in the Bronx	Phone: 804-924-3892 Fax: 804-924-0747	235 Ruffner Hall 405 Emmet Street Charlottesville, VA 22903
Vermont Reads/America Reads	Phone: 802-241-2520 Fax: 802-241-3369	P.O. Box 359 Waterbury, VT 05676

Northwest Regional Educational Laboratory (NWREL)
AK, ID, MT, OR, WA

Montana America Reads Tutoring Partnership	Phone: 406-444-3664 Fax: 406-444-1373	Office of Public Instruction P.O. Box 202501 Helena, MT 59620-2501
Anchorage Reads	Phone: 907-269-2297 Fax: 907-269-2316	Anchorage School District Elementary Education 4600 DeBarr Avenue Anchorage, AK 99508
Seattle Reads Tutoring Compact	Phone: 206-694-6801 Fax: 206-694-6809	Fremont Public Association P.O. Box 31151 Seattle, WA 98103

Pacific Resources for Education & Learning (PREL)
American Samoa, Guam, Hawaii, Marshall Islands, Micronesia, Northern Mariana Islands, Palau

Hawaii's Partnership for America Reads Challenge	Phone: 808-537-6706 Fax: 808-537-3555	Hawaii Literacy, Inc. 700 North Vineyard Boulevard. Suite 403 Honolulu, HI 96817

SouthEastern Regional Vision for Education (SERVE)
AL, FL, GA, MS, NC, SC

Birmingham READS	Phone: 205-583-4763 Fax: 205-581-5084	Parent, Community & Student Support Programs Birmingham Public Schools 417 29th Street South Birmingham, AL 35233
America Reads Challenge*Florida	Phone: 813-231-1904 Fax: 813-231-1905 E-mail: hefcis@aol.com	Hillsborough Education Foundation 2010 East Hillsborough Avenue. Suite 212 Tampa, FL 33610
South Florida America Reads Coalition	Phone: 305-237-7477 Fax: 305-237-7580	Miami-Dade Community College Center for Community Involvement 300 NE 2nd Avenue, Room 3116 Miami, FL 33132
Southwest Georgia Regional Training Project	Phone: 912-430-4606 Fax: 912-430-1606	Albany State University 504 College Drive Albany, GA 31705

City Wide Readers	Phone: 404-651-2039 Fax: 404-651-2039	Urban Atlanta Coalition Compact Georgia State University College of Education Atlanta, GA 30303
Mississippi Reads	Phone: 601-982-6489 Fax: 601-987-6803	Mississippi Institutions of Higher Learning 3825 Ridgewood Road, Suite 619 Jackson, MS 39211-6489
School Reading Partners	Phone: 919-967-8211, ext. 281 Fax: 919-933-4560	Chapel Hill-Carrboro Schools 750 Merritt Mill Road Lincoln Center Chapel Hill, NC 27516
America Reads through Family Literacy	Phone: 704-868-4815 Fax: 704-867-7796	Gaston Literacy Council, Inc. 130 Oakland Street Gastonia, NC 28056
Reading Soul Mates	Phone: 843-937-6517 Fax: 843-937-6524	Youth Service Charleston, Inc. P.O. Box 22085 Charleston, SC 29401

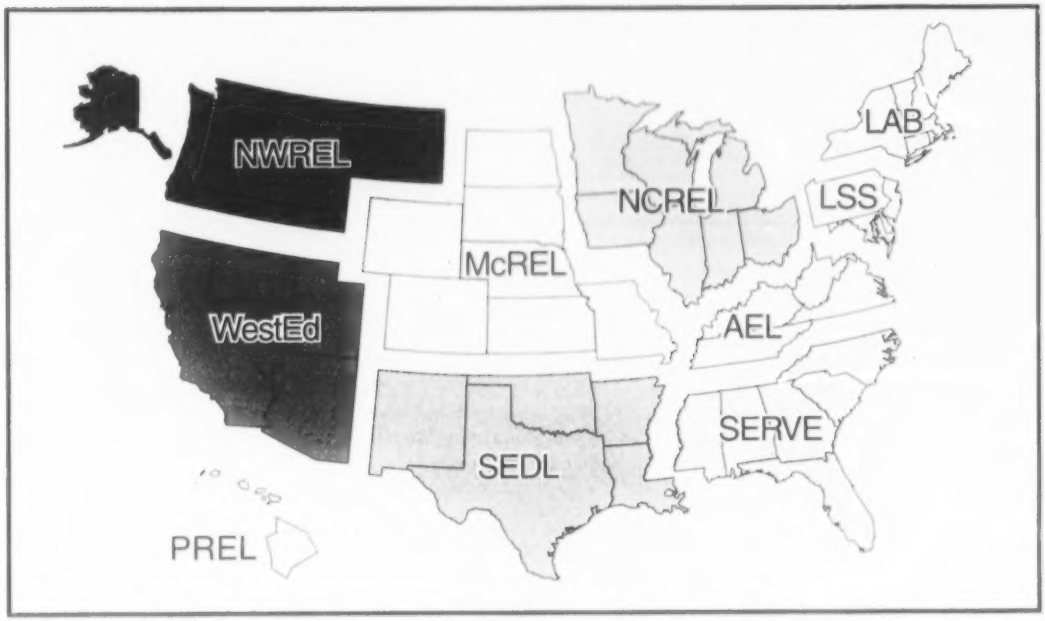
Southwest Educational Development Laboratory (SEDL)
AR, LA, NM, OK, TX

New Mexico State University College of Education America Reads	Phone: 505-646-4286 Fax: 505-646-5436	Department of Curriculum and Instruction Box 30001, Dept MSC 3CUR New Mexico State University Las Cruces, NM 88003-8001
America Reads in San Marcos	Phone: 512-245-8195 Fax: 512-245-8345	Department of Curriculum and Instruction Southwest Texas State University 601 University Drive San Marcos, TX 78666-4616
Northeast Arkansas Reading	Phone: 870-972-3059 Fax: 870-972-3828	P.O. Box 2350 Arkansas State University Department of Elementary Education State University, Arkansas 72467
New Orleans Reads!	Phone: 504-565-6413 Fax: 504-565-6423	Executive Assistant to the Mayor 1300 Perdido Street, Room 2E04 New Orleans, LA 70112
Reading Discovery Tutor Training Program	Phone: 405-521-5373 Fax: 405-557-6012	Family Education Institute for Research and Training Oklahoma City University 2501 North Blackwelder Oklahoma City, OK 73106-1493

WestEd
AZ, CA, NV, UT

America Reads: MCC L.E.A.D.S.	Phone: 602-461-7393 Fax: 602-461-7816	Center for Public Policy and Service 1833 West Southern Avenue Mesa, AZ 85202
Bay Area Youth Agency Consortium (BAYAC)	Phone: 415-447-1430 Fax: 415-447-1431 E-mail: BAYCorps@aol.com	220 Golden Gate Avenue, Suite 412 San Francisco, CA 94102
Building Individual and Community Self Sufficiency through Service	Phone: 916-445-0104 Fax: 916-327-8232	1107 9th Street Sacramento, CA 95814
Monterey County America Reads Consortium	Phone: 831-755-0373 Fax: 831-753-7888	MCOE P.O. Box 80851 Salinas, CA 93912-0851
Northern Nevada Reads	Phone: 702-856-6200 Fax: 702-856-6206	The Children's Cabinet 1090 South Rock Boulevard Reno, NV 89502
"I Can Read"	Phone: 801-582-2896 Fax: 801-977-0894	2361 East Logan Way Salt Lake City, UT 84108

Regional Educational Laboratories



The 10 regional educational laboratories, supported by the U.S. Department of Education and administered by the Office of Educational Research and Improvement (OERI), provide research and development support to help educators, policymakers, and communities improve schools, and to help students attain their full potential. The laboratories work to ensure that lessons about school reform developed or learned in one site can be applied elsewhere, and that everyone involved in educational improvement will have access to the best available research, knowledge from practice, and exemplary and promising programs.

The laboratories are expected to pay particular attention to rural areas and districts and schools that serve high concentrations of economically disadvantaged students. The laboratories also network so that their knowledge, experience, and expertise in developing and delivering products and services may benefit educators nationally. For information and links to each of the regional educational laboratories:

Appalachia Educational Laboratory, Inc. (AEL)
Mid-South Region (KY, TN, VA, WV)
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325-1348
(304) 347-0400 or (800) 624-9120
Fax: (304) 347-0487
E-mail: aelinfo@ael.org
Web site: http://www.ael.org

Mid-Atlantic Laboratory for Student Success (LSS)
Mid-Atlantic Region (DC, DE, MD, NJ, PA)
Temple University Center for Research in Human Development and Education
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
(215) 204-3030 or (800) 892-5550
Fax: (215) 204-5130
E-mail: lss@vm.temple.edu
Web site: http://www.temple.edu/departments/LSS/

Mid-continent Regional Educational Laboratory (McREL)
Central Region
(CO, KS, MO, NE, ND, SD, WY)
2550 South Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990
Fax: (303) 337-3005
E-mail: info@mcrel.org
Web site: http://www.mcrel.org

North Central Regional Educational Laboratory (NCREL)
Midwestern Region
(IA, IL, IN, MI, MN, OH, WI)
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(630) 571-4700 or (800) 356-2735
Fax: (630) 571-4716
E-mail: info@ncrel.org
Web site: http://www.ncrel.org/

Northeast and Islands Regional Educational Laboratory at Brown University (LAB)
Northeastern Region
(CT, MA, ME, NH, NY, PR, RI, VI, VT)
222 Richmond Street, Suite 300
Providence, RI 02903-4226
(401) 274-9548 or (800) 521-9550
Fax: (401) 421-7650
E-mail: LAB@brown.edu
Web site: http://www.lab.brown.edu

Northwest Regional Educational Laboratory (NWREL)
Northwestern Region
(AK, ID, MT, OR, WA)
101 SW Main Street, Suite 500
Portland, OR 97204-3297
(503) 275-9500 or (800) 547-6339
Fax: (503) 275-9489
E-mail: info@nwrel.org
Web site: http://www.nwrel.org/

Pacific Resources for Education & Learning (PREL)
Pacific Region (American Samoa, Guam, Hawaii, Marshall Islands, Micronesia, Northern Mariana Islands, Palau)
Ali'i Place, Suite 2500
1099 Alakea Street
Honolulu, HI 96813-4513
(808) 441-1300
Fax: (808) 441-1385
E-mail: askprel@prel.hawaii.edu
Web site: http://www.prel.hawaii.edu/

SouthEastern Regional Vision for Education (SERVE)
Southeastern Region
(AL, FL, GA, MS, NC, SC)
P.O. Box 5367
Greensboro, NC 27435
(336) 334-3211 or (800) 755-3277
Fax: (336) 334-3268
E-mail: info@SERVE.org
Web site: http://www.serve.org/

Southwest Educational Development Laboratory (SEDL)
Southwestern Region
(AR, LA, NM, OK, TX)
211 East Seventh Street
Austin, TX 78701-3281
(512) 476-6861 or (800) 476-6861
Fax: (512) 476-2286
E-mail: whoover@sedl.org
Web site: http://www.sedl.org/

WestEd
Western Region (AZ, CA, NV, UT)
730 Harrison Street
San Francisco, CA 94107
(415) 565-3000
Fax: (415) 565-3012
E-mail: tross@wested.org
Web site: http://www.wested.org/

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Corporation for National Service AmeriCorps Volunteers In Service To America (VISTA) Retired & Senior Volunteer Program's Experience Corps (RSVP) America Reads Challenge US Department of Education National Corporation for Community Service Learn and Serve America Literacy Volunteers of America Youth Matters Rolling Readers Richmond One to One J. Sergeant Reynolds Virginia Union University Project LINK JCPS District High Schools National Association of Partners in Education (NAPE) Students and Partners Advance America Reads (SPAAR) Head Start Family Education/Even Start Program Cradle School Homeless/Migrant Education Program Foster Grandparent Program Louisville Science Center Louisville Jewish Coalition for Literacy Western Kentucky University in Partnership with SLICE/KENTUCKY-READS at Simpson, Davies, and Warren County Schools Owensboro Volunteer Center Bowling Green/Warren County Community Education Board (Project Youth: Youth Opportunities Unlimited and One Church, One School) Southeast Service Academy State of Tennessee Department of Education's Come Read With Me Project Nashville-Davidson County Public Schools Title I Program Vanderbilt University Belmont University Nashville State Technical Institute Crittendon Services Metropolitan Action Agency Martha O'Bryan Center NashvilleREAD, Inc. 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